

Courageous Advocates Year 2 Spring 1 – Curriculum Plan

Our vision: 'Life in All its Fullness' (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community. Children are encouraged to develop strong aspirations educationally, socially, morally and spiritually with a desire to make a positive difference in the world.



English

Reading and Phonics

Children follow the National Curriculum Framework to develop their word –reading and comprehension skills. They are given extensive opportunities to listen to, share and discuss a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. They also take part in daily phonics lessons to enable them to read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*.

Writing

Following the National Curriculum Framework, children work on developing their composition; handwriting; spelling and vocabulary, grammar and punctuation skills. They also focus on the use of Standard English and are encouraged to use this when speaking and in their writing.

RE

Why did Jesus tell parables? Why is the Bible an important book?

- I can identify key features of the Bible, e.g. old testament, new testament, chapters, verses, rules, stories, letters, poems, etc
- I know Jesus told people parables to teach them important things
- I can talk about why I think some verses in the Bible might be important to Christians and say what I think about them
- I can share my ideas about what I think Jesus' parables are about

Design Technology (Focus: Hand Puppets)

How can we work with textiles effectively?

- I can choose the tools I am going to use, use them effectively to perform practical tasks and explain why I have chosen them
- I can choose the materials I am going to use and explain why I have chosen them
- I can evaluate my own product against the design criteria

Art (Focus: Inuit Art)

How is art created in different parts of the world?

- I can talk about how I think artists made their work
- I can use different materials and techniques that I have learned to design and make products
- I can design a product and talk about features of my design

In this sequence of learning, children begin to learn more about the wider world and nature. They learn about different regions and habitats and consider how these are at risk of being damaged or destroyed.

By looking at the work of Greta Thunberg, they will begin to understand how people can make changes for the better, and be inspired to take action and become advocates for change themselves.



Greta Thunberg

**How can one person make a difference?
What is happening to the polar ice caps?**

History (Focus: Greta Thunberg)

How can one person make a difference?

- Can talk about who/ what was important
- Uses some common words and phrases about the passing of time, by fitting people/ events studied into a simple chronological framework
- Chooses and uses parts of stories and other sources to ask and answer questions about the past

Geography (Focus: The Arctic and The Antarctic)

What is happening to the Polar ice caps?

- He/ she can identify hot and cold areas of the world in relation to the Equator and the North and South Pole
- He/ she can use their geographical understanding to make simple conclusions and give reasons for their conclusions

Maths

Multiplication and Division

- Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- Calculate mathematical statements for multiplication and division and write them using the correct signs
- Show that multiplication of 2 numbers can be done in any order (commutative) and the division of one number by another can not.
- Solve problems involving multiplication and division , using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

Fractions

- Recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity and know that all parts must be equal parts of the whole
- Write simple fractions, for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2

Science

Which animals live in cold climates? How are they suited to their environment?

- Identify whether things are alive, dead or never alive
- Name different plants and animals and describe how they are suited to different habitats
- Describe how animals get their food from other animals and/ or plants, and use simple food chains to describe these relationships
- Ask their own questions about what they notice
- Find out things using secondary sources of information

PE

How can we gain greater control of ourselves and equipment?

- I can maintain a balanced position whilst using a piece of equipment
- I can perform sequential movements with different parts of my body at different speeds at the same time.
- I can change direction in a balanced and controlled manner.

Music

How does music make us feel? How can we create our own music?

- Play tuned and untuned instruments musically
- Experiment with, create, select and combine sounds using the interrelated dimensions of music
- Listen with concentration and understanding to a range of high-quality live and recorded music

Computing

How can we use computers safely?

- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully.
- Keeping personal information private.
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

PSHE

Too much selfie isn't healthy!

- about the ways that pupils can help the people who look after them to more easily protect them
- to recognise that they have the responsibility for keeping themselves and others safe, when to say 'yes', 'no' 'I'll ask', 'I'll tell' including that they do not need to keep secrets
- that they belong to different groups and communities such as family and school
- ways in which we are the same as all other people; what we have in common with everyone else
- about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including 999 in an emergency

Community

How can I help my local community?

- Take part in keeping the environment litter-free
- Reduce waste and recycle materials in school

Trips/ Visitors/ Celebrations

- Frankley Community Library and storyteller trip
- Chinese New Year

British Values

- Tolerance and Mutual Respect—Chinese New Year

SMSC

- Social—Safer Internet Day, Heartsmart PSHE
- Moral—discussing environmental issues, Big Questions, Heartsmart PSHE
- Spiritual—Collective Worship, Big Questions, class prayers for Collective worship, Heartsmart PSHE
- Cultural—Heartsmart PSHE