

Courageous Advocates Year 2 Spring 2 – 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.



<p>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.</p>	<p>In this sequence of learning, children continue to learn about the wider world and nature. They also learn about how our planet is being damaged by things like pollution and deforestation.</p> <p>By looking at the work of David Attenborough, they will consider how small actions, that we can all take, can make a big difference.</p>		<p>Maths Measurement</p> <ul style="list-style-type: none"> Compare and sequence intervals of time Read the time on a clock to the nearest 5 minutes including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day Choose and use appropriate standard units to estimate and measure Read scales in divisions of ones, twos, five and tens Compare and order lengths, mass, volume/capacity and record the results using >, < and +. <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data
<p>Science What do plants and animals need to live and grow?</p> <ul style="list-style-type: none"> Name different plants and animals and describe how they are suited to different habitats Group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships Describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<div style="text-align: center;">  <p>David Attenborough</p> <p>How can we use what we have learnt about the past to change our future? What would it be like to live in a different environment?</p> </div>		<p>RE Why is the Bible an important book? What is Easter really about?</p> <ul style="list-style-type: none"> I can identify key features of the Bible, e.g. old testament, new testament, chapters, verses, rules, stories, letters, poems, etc I can talk about why I think some verses of the Bible might be important to Christians and say what I think about them I know that Christians believe that Jesus died to restore people's broken friendship with God I can show respect and sensitivity towards others in the way that I talk about things.
<p>Design Technology (Focus: Hand Puppets) How can we work with textiles effectively?</p> <ul style="list-style-type: none"> 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 	<p>History (Focus: David Attenborough) How can we use what we have learnt about the past to change our future?</p> <ul style="list-style-type: none"> Chooses and uses parts of stories and other sources to ask and answer questions about the past Identifies changes within living memory Recounts the lives of significant individuals in the past who have contributed to international achievements. 	<p>Geography (Focus: Comparing locations) What would it be like to live in a different environment ?</p> <ul style="list-style-type: none"> He/ she can use aerial photographs and maps to identify key landmarks and basic human and physical features of the area studied He/ she can identify hot and cold areas of the world in relation to the Equator and North and South Poles He/ she can identify geographical similarities and differences in the human and physical geography of Frankley and places that David has visited 	<p>PE How can I throw and catch more accurately?</p> <ul style="list-style-type: none"> I understand that the longer I stretch my throwing arm, the more power is applied and the greater the speed of my throw I can intercept an object by understanding the speed, distance and direction it is travelling I can apply simple attacking and defensive tactics when playing a team game.
<p>Art (Focus: Inuit Art) How is art created in different parts of the world?</p> <ul style="list-style-type: none"> 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 	<p>Music How does music make us feel? How can we create our own music?</p> <ul style="list-style-type: none"> 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 	<p>Computing How can we use computers safely?</p> <ul style="list-style-type: none"> 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 	<p>PSHE Don't rub it in, rub it out!</p> <ul style="list-style-type: none"> to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to recognise that there are different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience it or witness it, whom to go to and how to get help about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
<p>Community How can I help my local community?</p> <ul style="list-style-type: none"> Reduce waste and recycle materials in school Be involved in the 'All We Can' project and take steps to help the environment. 	<p>Trips/ Visitors/ Celebrations</p> <ul style="list-style-type: none"> Frankley Community Library World Book Day and author writing workshop 	<p>British Values</p> <ul style="list-style-type: none"> Tolerance and Mutual Respect—All We Can Project 	<p>SMSC Social—Heartsmart PSHE Moral—discussing environmental issues, Big Questions, All We Can, Heartsmart PSHE Spiritual—Collective Worship, Big Questions, class prayers for Collective worship, All We Can, Heartsmart PSHE Cultural—World Book Day , Heartsmart PSHE</p>

honesty patience joy forgiveness tolerance thankfulness respect kindness friendship gentleness love hope