

Religious Education

Branch 3: Galilee to Jerusalem

- Catholics believe that John the Baptist was a prophet who baptised Jesus.
- Catholics believe Baptism is a sign of forgiveness, a new start and a welcome into the family of God.
- Catholics believe God forgives when bad choices are made (sin) and being sorry makes us better people.
- Catholics believe that Jesus' miracles are signs that he is the promised one.
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- Catholics believe the parables help us know more about God.

Branch 4: Desert to garden

- Catholics believe that Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness.
- Catholics believe Jesus gave us the Sacrament of Reconciliation to heal and restore our friendship with God and through this ourselves.
- Catholics believe that Palm Sunday is the beginning of Holy Week and celebrates Jesus entering Jerusalem. Catholics believe that The Last Supper was an important event in the life of Jesus where he shared a final meal with his disciples.
- Catholics believe that The Last Supper was an important event in the life of Jesus where he shared a final meal with his disciples. * Catholics believe that Jesus died on Good Friday.
- Easter Catholics believe the Easter Vigil is the Feast of feasts and is the high point of the year with symbols of light and dark.
- Catholics believe that Jesus rose again on Easter Sunday

English:

In English we will be building on our grammar skills, improving our handwriting, reading a range of poems, fiction and non-fiction books, writing to inform and entertain.

Writing to entertain:

- Changing parts of a story
- Plan and structure my diary entry
- To retell a story
- Write a character description

Writing to inform:

- To retell information using a newspaper article
- To retell information using a leaflet
- To describe me using an instructions

Grammar:

- Use full stops, capital letters and commas in a list correctly.

Handwriting:

- Write in a joined and neat handwriting style.

Science:

Plants

Pupils should be taught to:

- 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.

Living things and their habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Art:

Portraits:

- Increasing pencil control
- Understand proportions of the face
- Understand how shadows impact a drawing

Key artists:

- John Singer Sargent
- Brian Dwey
- Paul Cadden

Mathematics:

Time

- Learn to tell the time to o'clock, half past, quarter past, quarter to, and the nearest five minutes. They read both analogue and digital clocks and begin to understand how long different activities take.

Fractions

- Recognise and find halves, quarters, thirds and three-quarters of shapes and amounts. They begin to understand that fractions are made of equal parts of a whole.

Add and Subtract: Two-digit Numbers (Regrouping and Adjusting)

- Learn to add and subtract numbers up to 100 using methods such as counting on, partitioning into tens and ones and exchanging tens and ones when needed. They also use these skills to solve simple everyday problems.

Money

- Recognise coins and notes, add amounts of money, and make the same total in different ways. They also begin to work out totals and calculate simple change.

Face, Shapes and Patterns; Lines and Turns

- Learning to name and describe 2D and 3D shapes, identify and create repeating patterns and use language such as left, right, forwards and backwards. They also learn to describe quarter, half and three-quarter turns and use terms like clockwise and anticlockwise.

PSHE:

Emotional wellbeing

- Feelings and actions are two different things,
- our good actions can 'form' our feelings and our character.

Religious understanding

- We are part of God's family
- Saying sorry is important and can mend friendships
- Jesus cared for others and had expectations of them and how they should act
- We should love other people in the same way God loves us.

Personal relationships

- Special people
- The characteristics of positive and negative relationships.
- Different types of teasing and that all bullying is wrong and unacceptable.

Year 2 Spring term

Why is our world wonderful?



How did we learn how to fly?

History:

How did we learn how to fly?

- To retell the story of the Wright brothers.
- To develop an understanding of historical significance.
- To investigate why Bessie Coleman is historically significant using photographs.
- To develop an understand of primary sources.
- To investigate why the moon landing was a significant event in history.

P.E:

The children will learn to:

- play competitive games
- apply basic principles suitable for attacking and defending.

Computing:

Computing systems and network: Word processing

- Learning about word processing, the children develop touch typing skills, explore how to stay safe online, use important keyboard shortcuts, import images into their documents and apply simple editing tools such as bold, italics, underlining and font colour.

Scratch Jr

- Exploring what 'blocks' do, using the app 'Scratch Jr,' by carrying out an informative cycle of predict > test > review. Programming a familiar story and an animation of an animal, children make their own musical instrument by creating buttons and recording sounds as well as following an algorithm to record a joke.

Geography:

Why is our world wonderful?

- Can I identify geographical characterises to the UK?
- Can I locate some of the world's most amazing places?
- Can I know the names of the five oceans and locate them on a map?
- Can I understand how to draw human and physical features on a sketch map?
- Can I investigate local habitats and records findings?
- Can I present my findings?

D&T:

Mechanisms - Fairground wheel

- Building a rotating fairground wheel with a freestanding structure, this unit offers a simplified wheel design made from repurposed materials and an additional lesson where children design and conduct a survey to gather opinions.

Inventing a Musical Story

Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear.

Recognising Different Sounds

Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place.

Music: