



Curriculum Planner

Term: Spring 1 2025

Year: 2

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Hope	Rule of Law

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> • Class story book • Reading incentive • Daily challenges in every lesson promoting high academic achievement. • Language of the moment • Vocabulary focus linked to- History -monarchs, Science- everyday materials, RE- What do we mean by religion and worldviews? • Links to scientists – you could be the next great chemist (Inspirational scientist/influential careers) • Key people who have made an impact on our world – Jamie Oliver (DT) • Global learning lessons weekly • Picture News- Collective Worship Thursday • Artist/Composer of the term • Money – budgeting and saving 	<ul style="list-style-type: none"> • Hope: Collective worship focus • British values focus – Rule of Law • Picture news worship • Daily Collective Worship and prayer • Collective Worship visitors • Class collective worship book • Class reflective area- prayers from the children • RWV- What do we mean by religion and worldviews? • Outdoor area- tend to growing daffodils and keep area clean and tidy. • Class reflection area • Outdoor relaxation zone • Gardening club • Respecting the environment within our local community • Recycling centre role play area • Outdoor learning workshop 	<ul style="list-style-type: none"> • Classroom routines and behaviours • Reinforce healthy lifestyle through Golden Mile, PE Lessons and mindfulness • 'Just a minute' mindfulness daily • Online searching - safety • Daily check-ins with the cohort linking to healthy relationships and staying safe • Multisports PE club • Daily fruit at snack time • Hot school meals – healthy choices and eating as a community • PSHE- coping with loss, keeping yourself physically and emotionally safe, economic wellbeing • DT – design and make coleslaw

<p style="text-align: center;"><u>English</u></p> <p style="text-align: center;">Narrative – The Storm Whale</p> <ul style="list-style-type: none"> • Setting description • Character’s thoughts and feelings • Diary writing in role • Writing a prayer in role • Retell the story • Plan and write a story 	<p style="text-align: center;"><u>Mathematics</u></p> <p style="text-align: center;">Measures: Money</p> <ul style="list-style-type: none"> • Recognition of coins and notes • Selecting, comparing and finding the difference in money <p style="text-align: center;">Multiplication and division</p> <ul style="list-style-type: none"> • equal groups • times tables (2x,5x,10x,3x) • multiplication sentences • arrays • sharing • grouping • dividing 	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;">Everyday Materials</p> <ul style="list-style-type: none"> • Explain why different objects are made from different materials, depending on their use. • Compare how suitable materials are for different uses, based on their properties. • Explain where different materials come from and how some materials are less harmful to planet Earth. • Investigate a suitable opaque material, for a given purpose • Investigate which materials are absorbent and explain how suitable they are for different uses.
<p style="text-align: center;"><u>Religion and WorldViews</u></p> <p>What do we mean by religion and worldviews?</p> <ul style="list-style-type: none"> • Know and understand what is meant by ‘religion’ or a ‘worldview.’ • Know and understand that belonging is linked to identity. • Know and understand what Christians believe about God. • Know and understand that Christians believe in The Trinity. • Know and understand what Christians believe about Jesus. 	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">Monarchs - Queen Victoria and Queen Elizabeth II</p> <ul style="list-style-type: none"> • To order significant events on a timeline. • To source information about Queen Victoria and create a fact file. • Understand what the British Empire was and recall countries that were part of it. • To source information about Queen Elizabeth II and create a fact sheet. • To identify similarities and differences between Queen Victoria and Queen Elizabeth II. • To name some key historical events during the reign of Queen Victoria and Queen Elizabeth II. 	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Create a travelling sequence using different body parts • Show: control, coordination and spatial awareness • Create a movement pattern, moving at the same time as others

<p><u>Design Technology</u></p> <ul style="list-style-type: none"> • Preparing, peeling, cutting and grating skills. • Design, make and evaluate coleslaw for a child to have as a healthy side dish. 	<p><u>Music</u></p> <p>‘I Wanna Play in a Band’ - Charanga</p> <ul style="list-style-type: none"> • Rock music and movement • Listen and appraise • Play instruments with songs (glockenspiel) • Use musical notation • Perform to an audience 	<p><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> • How does it feel when we lose something important? • What does it feel like to be worried and who can help me? • How do I keep myself physically and emotionally safe? • Economic well-being; money
<p><u>Computing</u></p> <p><u>Creating pictures (Unit 2.6)</u></p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p><u>Effective searching (Unit 2.5)</u></p> <ul style="list-style-type: none"> • Use technology purposefully to create, organize, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. 	<p><u>SMSC</u></p> <p><u>Spiritual development:</u></p> <ul style="list-style-type: none"> • Using imagination and creativity across all aspects of learning • Opportunities across the curriculum to express own beliefs and opinions • Coping with loss • Exploring different religions and worldviews • Peace Garden • Daily Collective worship • Pupil prayers • Looking after our outdoor area • Class collective worship area • Pupil Bibles • RWV – reflecting on our own beliefs and others <p><u>Moral development:</u></p> <ul style="list-style-type: none"> • Speaking and listening opportunities • British Value: Rule of Law • Collective worship: Hope • PSHE – reflecting on our own beliefs • Global learning: ‘Thanks for everything’- Fair Trade. <p><u>Social development:</u></p> <ul style="list-style-type: none"> • Exploring safe behaviours • Effective internet searching • Healthy eating- Making coleslaw 	<p><u>Language of the Moment</u></p> <p>Celebrating the languages and cultures in the classroom through discussion and register time</p> <hr/> <p><u>Global Learning</u></p> <ul style="list-style-type: none"> • International school Penpal • ‘Thanks for everything’- Fair Trade: • Understand all things are provided by someone. • To understand that children in some countries work hard to make products we use. • To value what we have.

	<ul style="list-style-type: none"> • Role play area: Recycling centre • Group work and partner work <p><u>Cultural development:</u></p> <ul style="list-style-type: none"> • Exploring the beliefs, values and cultures of others to develop empathy • Celebrating diversity within the school • Opportunity to express own beliefs and opinions • Picture News used for class worship • Artist and composer of the month 	
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<p><u>Parental engagement:</u></p> <ul style="list-style-type: none"> • Reading record cards • Homework: Reading, spelling, mathematics • Daily face to face on entry and exit • Twitter and Facebook updates 	<p><u>Visits and visitors:</u></p> <ul style="list-style-type: none"> • Collective Worship visitors • Outdoor learning workshop
<p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> • Daily class reader and books linked to diversity • Cool down station/reflection area in the outdoor classroom. • Culturally diverse class readers • Healthy choices: school meals, fruit snack • Multisport PE club • Gardening club • Recycling centre role play • Reading incentive to win a book • Artist/composer of the term • Collective worship visitors • International school Penpal • Outdoor learning workshop 	<p><u>Global Learning</u></p> <ul style="list-style-type: none"> • International school Penpal • ‘Thanks for everything’- Fair Trade: • Understand all things are provided by someone. • To understand that children in some countries work hard to make products we use. • To value what we have.

Caring for the environment and each other:

- PSHE links to caring for the environment
- Keeping outdoor areas clean and tidy
- Caring for our class plants

Artificial Intelligence

- Twinkl AI (ARI) – Questions for a Monarch/Talk to a historical figure

Outdoor Learning**Science**

- Investigate and sort everyday materials

History:

- Compare Queen Victoria and Queen Elizabeth II

RWV

- Retell the Christmas story in the correct sequence

Maths:

- Sorting or calculating coins (water tray/nets/tweezers/buckets)

Science:

- Sort recycled materials and create recycled objects/models

Reading

- Opportunity to look at a range of books in the quiet reading house

Social communication

- Recycling materials role play area and model making zone (science link - materials)