

YEAR 2 - SPRING 2



English		Maths	
<p>Fiction: 'The Princess & the White Bear King' by Tanya Robyn Batt & Nicola Ceccoli</p> <p>Non-Fiction: Non-Chronological Reports 'I Live in Tokyo' by Mari Takabayashi.</p> <p>Poetry: 'Silly Verse for Kids' - Spike Milligan</p>		<p><i>Following the Collins 'Busyant' scheme of work.</i></p>	
Science	Computing	Geography	
<p>Key Question/Theme <i>Living Things and Their Habitats (Continued from Spring 1)</i></p>	<p>Key Question/Theme: <i>Data Handling</i></p>	<p>Key Question/Theme: <i>What are the differences between Japan and where I live?</i></p>	
<p>Key Skills:</p> <ul style="list-style-type: none"> Developing scientific knowledge and conceptual understanding. Gathering and recording data to help answer questions. Making observations, using simple equipment. <i>Eg. Using magnifying glasses and hoops to identify living things in different areas.</i> Asking simple questions and understand that these can be answered in different ways. <i>Eg. How do different habitats provide for the needs of different animals?</i> 	<p>Key Skills:</p> <ul style="list-style-type: none"> Using technology purposefully to create, organise, store, manipulate and retrieve digital content Recognising common uses of information technology beyond school 	<p>Key Skills:</p> <ul style="list-style-type: none"> <u>Physical characteristics</u> - Main physical characteristics of England and Japan (rivers and mountains) <u>Knowledge of global climates</u> - Identify seasonal and daily weather patterns (in London and in Tokyo); <u>Human characteristics</u> - Main human characteristics of London and Tokyo <u>Unusual features</u> - To discuss unusual features of London and Japan <u>Location knowledge</u> - England and Japan location 	
PSHE	RE		Design & Technology
<p>Key Question/Theme: <i>Living in the Wider World</i></p>	<p>Key Question/Theme <i>The Importance of Water (Continued from Spring 1)</i></p>		<p>Key Question/Theme: <i>Japanese Cooking</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Diversity and equality (in all its forms) Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and 	<p>Key Skills:</p> <ul style="list-style-type: none"> Identifying how religion and belief is expressed in different ways. Identifying possible meanings for symbols and other forms of religious expression. Recognising similarities and differences in features of religions and beliefs. Asking questions about their own and others' feelings and experiences. 		<p>Key Skills:</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Designing purposeful, functional, appealing products for themselves and other users based on design criteria. Exploring and evaluating a range of existing products. Evaluating their ideas and products against design criteria. Using the basic principles of a healthy and varied diet to prepare dishes. Understanding where food comes from.

<p>consent (in different contexts)</p> <ul style="list-style-type: none"> • Career (including enterprise, employability and economic understanding) 		
Music	French	PE
<p>Key Question/Theme: <i>(Music is taught by a specialist teacher)</i></p>	<p><i>French is not taught in Year 2</i></p>	<p>Key Question/Theme: <i>Multi-Skills (Specialist Teacher)</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Using their voices expressively and creatively by singing songs and speaking chants and rhymes. • Playing tuned and un-tuned instruments musically. • Listening with concentration and understanding to a range of high-quality live and recorded music. • Experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music. 		<p>Key Skills:</p> <ul style="list-style-type: none"> • Mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participating in team games, developing simple tactics for attacking and defending • Performing dances using simple movement patterns.

Spiritual, Moral, Social and Cultural Development

Spiritual

- **Experiencing fascination, awe and wonder:**
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**
Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**
Is shown by pupils' use of imagination and creativity in their learning.

Moral

- **Investigating moral values and ethical issues:**
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**
Is shown by pupils' understanding of the consequences of their actions.

Social

- **Developing personal qualities and using social skills:**
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds

- **Participating, cooperating and resolving conflict:**

Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.

- **Understanding how communities and societies function:**

Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- **Exploring, understanding and respecting diversity:**

Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

- **Participating in and responding to cultural activities:**

Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

- **Understanding and appreciating personal influences:**

Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.