

# YEAR 2 - SPRING 1



English		Maths	
<b>Fiction:</b> 'The Dark' by Lemony Snicket <b>Non-Fiction:</b> Letters '10 Things I Can Do to Help My World' <b>Poetry:</b> 'Silly Verse for Kids' - Spike Milligan		<i>See Maths Plan</i>	
Science	Computing	History	
<b>Key Question/Theme</b> <i>Living Things and Their Habitats</i>	<b>Key Question/Theme:</b> <i>Data Handling/Programming</i>	<b>Key Question/Theme:</b> <i>How did the Great Fire of London help London to become a better place to live?</i>	
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Developing scientific knowledge and conceptual understanding.</li> <li>Gathering and recording data to help answer questions.</li> <li>Making observations, using simple equipment. <i>Eg. Using magnifying glasses and hoops to identify living things in different areas.</i></li> <li>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></li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Understanding what <b>algorithms</b> are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Creating and <b>debug</b> simple programs</li> <li>Using logical reasoning to predict the behaviour of simple programs.</li> <li>Using technology purposefully to create, organise, store, manipulate and retrieve <b>digital content</b></li> <li>Recognising common uses of information technology beyond school</li> </ul>	<b>Key Skills:</b> <p><u>Using chronological knowledge</u>                      Applying correct spaces on the timeline indicating the time during Great fire of London.</p> <p><u>Understanding the diversity of societies</u>                      Interpret picture and written sources understand the reality of life of Londoners during 'Great fire.'</p> <ul style="list-style-type: none"> <li>Investigate how 'Great fire' changed London architecture.</li> </ul>	
PSHE	RE	Art & Design	
<b>Key Question/Theme:</b> <i>Living in the Wider World</i>	<b>Key Question/Theme</b> <i>The Importance of Water</i>	<b>Key Question/Theme:</b> <i>Landscapes and Cityscapes</i>	
<b>Key Skills:</b> <ul style="list-style-type: none"> <li><b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li><b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</li> <li><b>Diversity</b> and <b>equality</b> (in all its forms)</li> <li><b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</li> <li><b>Career</b> (including enterprise, employability and economic understanding)</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Identifying how religion and belief is expressed in different ways.</li> <li>Identifying possible meanings for symbols and other forms of religious expression.</li> <li>Recognising similarities and differences in features of religions and beliefs.</li> <li>Asking questions about their own and others' feelings and experiences.</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Developing a wide range of art and design techniques in using colour and texture and line.</li> <li>Knowing about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.</li> </ul>	

Music	French	PE
<b>Key Question/Theme:</b> <i>(Music is taught by a specialist teacher)</i>	<b>Key Question/Theme:</b> <i>French (Specialist Teacher)</i>	<b>Key Question/Theme:</b> <i>Multi-Skills (Specialist Teacher)</i>
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Using their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Playing tuned and un-tuned instruments musically.</li> <li>Listening with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Listening attentively to spoken language.</li> <li>Showing and understanding of French language by joining in and responding.</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>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</li> <li>Participating in team games, developing simple tactics for attacking and defending</li> <li>Performing dances using simple movement patterns.</li> </ul>

### 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' used 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.