

**Year 2 Curriculum – Spring Term Overview**

<p align="center"><b>Religious Education 1</b> <b>Christianity: Unit 3:</b></p> <p align="center"><b>Key questions:</b> <b>How do Christians belong to their faith family?</b></p> <p align="center"><b>What children will learn about:</b> How Christenings and baptisms show Christians belong to their faith families. How artifacts are used to show Christians belong to their faith families. The use of light and water in both infant and adult baptisms. Different symbols that show belonging. The church is a group of people and not just a building.</p> <p align="center"><b>Vocabulary:</b> Christianity, Christening, baptism, belonging, faith, prayers, symbols, font</p>	<p align="center"><b>History</b></p> <p>Significant People/Mary Seacole and Florence Nightingale Children will look at the lives of significant individuals in the past who have contributed to National and international achievement and how did they impact the Britain we live in today?</p> <p align="center"><b>Key Questions:</b> <b>How did the actions of Florence Nightingale compare to Mary Seacole/Edith Cavell, and how did they impact the Britain we live in today?</b> <b>How do we look after people in difficulty what are the similarities and differences between then and now?</b></p> <p>What influence has Florence Nightingale/Mary Seacole/Edith Cavell had on the health system today? How do we know about these achievements? Who/what was significant in the health system then compared to now? · What differences can you notice in the working conditions? · Why do you think these people were and are still today significant?</p> <p align="center"><b>Vocabulary</b> Chronology, source, influence, impact, national, international, military Red Cross, health system (NHS) hospital</p>	<p align="center"><b>Religious Education 2</b> <b>Judaism: Unit 4:</b></p> <p align="center"><b>Key questions:</b> <b>How do Jewish people celebrate Passover (Pesach)?</b></p> <p align="center"><b>What children will learn about:</b> What is the Seder meal? The story of Passover in the context of Exodus. Symbolism of each part of the Seder plate. Jewish family traditions related to Passover. The importance of Moses within Judaism.</p> <p align="center"><b>Vocabulary:</b> Passover, Pesach, seder plate, Matzah bread, Exodus, celebration, festival, Haggadah</p>
<p align="center"><b>Computing</b> <b>Digital Photography</b></p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p align="center"><b>Geography</b> <b>Contrasts Physical and Human Geography- Cairo and London</b></p> <p>Build a deeper understanding of the UK as part of the European continent through a study of a small area of the UK contrasted to a small area of a non-European country (Cairo and London) To gain an understanding of different weather and climates and the impact on physical and human geography. Explain key geographical similarities and differences between London and Cairo Locate the non- European locality on a map and identify the continent it's located on.</p> <p align="center"><b>Key Questions:</b> <b>Why are the key similarities and differences of London and Cairo?</b> What is the physical geography of London and Cairo?</p> <p align="center"><b>Vocabulary</b> atlas, globe, mouth, source, farming, vegetation, delta, London, Thames, Cairo, Nile, settlements, pollution, transportation, environment</p>	<p align="center"><b>MFL</b></p> <p>In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.</p>
<p align="center"><b>PSHE</b> <b>Living in the wider world</b> <b>What jobs people do and what helps us to stay safe.</b></p> <p align="center"><b>Key Questions:</b> <b>What jobs do people do?</b> <b>What helps us to stay safe?</b></p> <p>How they belong to groups and communities. How jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community. How people have different strengths and interests that enable them to do different jobs How people use the internet and digital devices in their jobs and everyday life</p>	<p align="center"><b>Art</b> <b>John Constable</b></p> <p>A study of water and how this is depicted in painting</p> <p align="center"><b>Key Questions:</b> <b>How can you use paints to create a painting in the style of John Constable?</b> How do we make green and how would you make dark green? How can we make our paint more opaque or transparent? What tools could we use instead of a paintbrush? How does Constable create movement in water with the use of colour and texture?</p> <p align="center"><b>Vocabulary:</b> secondary, colour mixing, spectrum, tone, texture, thick/thin, layer, atmosphere, opaque, transparent</p>	<p align="center"><b>Physical Education 1</b> <b>Target Games</b></p> <p><b>Multi skills- Throwing, catching and aiming at targets – skill based</b> Pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of rolling, throwing and striking towards a target.</p> <p align="center"><b>Physical Education 2</b> <b>Invasion Games</b></p> <p><b>Multi skills- Throwing, catching and aiming at targets – skill based</b> Pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands,</p>

<p><b>No Outsiders 2.3</b>  <b>Key learning – To understand what diversity is</b>  <b>Suggested Text: The Great Bog Book of Families by Mark Hoffman and Ros Asquith</b></p> <p><b>Vocabulary:</b>  career, job, diversity</p>			<p>as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p>
<p><b>Music</b></p>			
<p><b>Inventing a musical story</b></p> <p><b>Key Questions:</b>  <b>How Does Music Make the World a Better Place?</b></p>	<p><b>Recognising different sounds</b></p> <p><b>Key Questions:</b>  <b>How Does Music Teach Us About Our Neighbourhood?</b></p>	<p><b>Science</b>  <b>Science</b>  <b>Spring 1</b>  <b>Materials and their suitability for different purposes</b></p> <p><b>Key Questions:</b></p> <p>Why do some materials change?</p> <p><b>Distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses</b></p> <p><b>Vocabulary:</b>  rigid, flexible, reflective, transparent, opaque, translucent, push, pull, twist, squash</p>	<p><b>Science</b>  <b>Spring 2</b>  <b>Plants</b></p> <p><b>Key Questions:</b>  Is a plant alive? What do plants need to grow?</p> <p><b>What are the basic needs of plants for survival and the impact of changing these?</b></p> <p><b>Vocabulary:</b>  plants, temperature, mature, light, shade, grow</p>