



Girton Glebe Primary School Curriculum Organiser

Year 2 (Birch Class) - Spring term 2

Key Skills

Use timelines, stories and historical sources to find out about historical figures.

Understand five statements from Dawson's model that will help them identify people who are historically significant

Use the words year, decade and century to describe dates and times.

Study the life and impact of a significant person in the locality and other significant individuals from around the world

Understand how significant people are commemorated

Movers and Shakers



This project teaches children about historically significant people who have had a major impact on the world.

Key Vocabulary

discover	invent	monument	plaque
protest	significant	statue	decade
century	activist	explorer	scientist

Key Knowledge

Understanding the key vocabulary for this topic.

Complete in-depth studies of significant explorer Neil Armstrong, significant activists Emmeline Pankhurst and Rosa Parks and significant scientist Mary Anning.

**English:**

In English, we will be writing diary entries, newspaper reports, non-chronological reports based upon significant people including Rosa Parks, Neil Armstrong and Emeline Pankhurst

We will also continue working on our handwriting, ensuring letters are formed correctly and making sure capital letters and lowercase are formed with appropriate differences in size.

During this topic we will cover the following skills:

- Continuing to apply phonic knowledge and skills to decode and spell words until automatic decoding is embedded.
- Developing a pleasure for reading.
- Discussing the sequence of events in books.
- Discussing their favourite words and phrases.
- Checking that the text makes sense to them.
- Writing about real events.
- Writing for different purposes.
- Evaluating their own writing.
- Proof-reading to check for errors.
- Learning how to use apostrophes for contracted forms (didn't).
- Using the present and past tense correctly and consistently.
- Using sub-ordination (when, if, that, because) and coordination (or, and, but).

Science:

This half term children will learn the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.

During this topic we will cover the following skills:

- Learn that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**Maths:**

This half term we will be focusing on multiplication and division and position and direction.


Number – Multiplication and Division

- Recognising, making and adding equal groups
- Writing multiplication sentences using the 'x' symbol
- Writing multiplication sentences based on pictures
- Using arrays
- Making doubles
- 2, 5 and 10 times table
- Making equal groups with sharing and grouping
- Dividing by 2
- Odd and even numbers
- Dividing by 5 and 10

Position and Direction

- order and arrange objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement



<p>Computing: In computing, pupils will create a school magazine using stock photos and original text</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Pupils will also learn how to format text, textboxes, photos and other content. • Pupils will learn the key components of a magazine. 	<p>PSHE: In PSHE we will be thinking about 'Being Healthy'.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • Know how to keep our body healthy and how we can feel relaxed • Understand how medicines work and how to use them safely • Know the food groups and healthy snacks 	<p>R.E: This half term we will be looking 'How important is it for Jewish people to do what God asks them to do?'</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Explain why I do as some people ask but not others • Discuss the Seder meal something that happens in places of worship.
<p>Art/DT: As artists we will be using learning about the works of significant still life artists and still life techniques.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of art, craft and design. • Understand that a still life is a work of art that shows objects that are either natural (food, flowers, plants, rocks, shells) or man-made (drinking glasses, books, vases, jewellery, coins, pipes). • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>Music: In music, children will participate in whole class practical activities, developing a sense of ensemble and improving awareness of the musical elements.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Sing a variety of songs with more accuracy of pitch. • Sing words clearly and breathing at the end of phrases • Convey the mood or meaning of a song • Sing with a sense of control of dynamics and tempo • Echo sing a short melodic phrase • Identify if a pitch is getting higher or lower, or is staying the same and copy their voices • Follow a leader with starting and stopping together 	<p>PE: In PE the children will be practising a range of skills in team building and target games.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Develop the skills of throwing, rolling and striking towards targets. • Learn how to score points and play to the rules. • Develop their communication and problem-solving skills. • Learn to discuss, plan and reflect on ideas and strategies.