



## Girton Glebe Primary School Curriculum Organiser

Year 2 (Birch Class) - Spring term 1

Key Skills	Movers and Shakers				Key Knowledge
<p>To use timelines, stories and historical sources to find out about historical figures.</p> <p>To understand five statements from Dawson's model that will help them identify people who are historically significant.</p> <p>To use the words year, decade and century to describe dates and times.</p> <p>To study the life and impact of a significant person in the locality and other significant individuals from around the world.</p> <p>To understand how significant people are commemorated.</p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>This project teaches children about historically significant people who have had a major impact on the world.</p>				<p><b>Rosa Parks</b> Rosa Parks was an American civil rights activist whose refusal to give up her seat on a public bus precipitated the 1955-56 Montgomery bus boycott in Alabama, which became the spark that ignited the civil rights movement in the United States.</p> <p><b>Emily Davison</b> Emily Davison was an English suffragette who fought for votes for women in Britain in the early twentieth century.</p>
<b>Key Vocabulary</b>					
discover		boycott	monument	plaque	
protest		significant	statue	decade	
century		activist	explorer	scientist	
<p><b>Mary Anning</b> Mary Anning was an English fossil collector, dealer and palaeontologist who became known around the world for her discoveries in Jurassic marine fossil beds in the cliffs at Lyme Regis on the English coast.</p>					



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### English:

In English, we will be writing diary entries and newspaper reports based upon significant people including Rosa Parks, Neil Armstrong and Emily Davison.

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).
- Learning to use apostrophes for possession.
- 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 we will learn how we can make weak, flexible materials stronger and more rigid by changing their shape.

#### During this topic we will cover the following skills:

- Perform simple tests.
- Observe closely, using simple equipment.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### Maths:

This half term we will be finishing our money topic before focusing on multiplication and division.

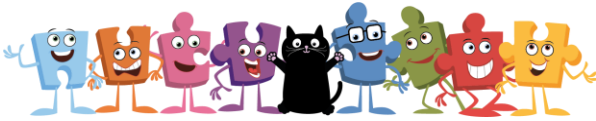
#### Number – Multiplication and Division

- 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

#### Money

- Recognising and using symbols for pounds (£) and pence (p)
- Combining amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- Solving simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change



<p><b>Computing:</b> In computing, pupils will look at creating programs to solve real-world problems. Building upon their knowledge of 'Blockly' from Level 1 they will apply it to create games, control solutions and other problems mimicking real application of programming.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"><li>• Pupils understand how a flip-book is created.</li><li>• Pupils know the difference between 2D and 3D animation.</li><li>• Pupils can create features using a character.</li><li>• Pupils can animate a drawing changing over time.</li></ul>	<p><b>PSHE:</b> In PSHE we will be thinking about 'Dreams and Goals'.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"><li>• Choosing realistic goals and thinking about how to achieve them.</li><li>• Recognise who I work well with and who it is more difficult for me to work with.</li><li>• Know how to share success with others.</li></ul> 	<p><b>R.E:</b> This half term we will be learning about Losar, the Tibetan Buddhist New Year holiday.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"><li>• Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</li><li>• Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</li><li>• Observe and recount different ways of expressing identity and belonging.</li></ul>
<p><b>Art/DT:</b> 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"><li>• Evaluate and analyse creative works using the language of art, craft and design.</li><li>• 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).</li><li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li></ul>	<p><b>Music:</b> 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> <p>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>	<p><b>PE:</b> In PE the children will be practising a range of skills in dance and fitness.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"><li>• Explore space and how their body can move to express an idea, mood, character or feeling.</li><li>• Expand knowledge of travelling actions and use them in relation to a stimulus.</li><li>• Build on their understanding of dynamics and expression.</li><li>• Take part in a range of fitness activities to develop components of fitness</li><li>• Explore and develop agility, balance, co-ordination, speed and stamina.</li></ul>