



Birch

Girton Glebe Primary School Curriculum Inquiry

Class (Y2) – Spring 1

<p>English:</p> <p>In English we will be focusing on reading comprehension and sequencing the sentences in our writing.</p> <p>Opportunities for reading, writing and discussion will include:</p> <ul style="list-style-type: none"> Applying phonic knowledge and skills to decoding words until automatic decoding is embedded and reading becomes fluent. Reading and spelling words accurately by blending sounds in words that contain the sounds taught. Reading and spelling common exception words. Discussing their favourite words and phrases. Considering what they are going to write by planning it and saying it aloud. Evaluating their own writing with a teacher or friend. Using time connectives, expanded noun phrases and apostrophes for possession. 	<div>Who we are</div> <div>Central Idea: Imagination can lead to innovation.</div> <div>Lines of Inquiry: <ul style="list-style-type: none"> An inquiry into the ways we express our creativity (function). An inquiry into how individuals can influence society (causation). An inquiry into the rights all people have (responsibility). </div> <div>Key Vocabulary</div>			<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Shape:</p> <ul style="list-style-type: none"> Making patterns with 2D and 3D shapes. Counting faces, edges and vertices on 3D shapes. <p>Money:</p> <ul style="list-style-type: none"> Recognising and using symbols for pounds (£) and pence (p) Combining amounts to make a particular value Finding 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>Multiplication and Division:</p> <ul style="list-style-type: none"> 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.
<p>Key Concepts:</p> <ul style="list-style-type: none"> Function: in what ways can we express our creativity? Causation: how can an individual influence society? 	discover activist century	boycott explorer statue	monument scientist significant	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> Social skills Communication skills



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<ul style="list-style-type: none">Responsibility: what rights should all people have?	plaque	protest	rights	<ul style="list-style-type: none">Self-management skills
<p>Line of Inquiry: An inquiry into the ways we express our creativity (function).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>PSHE Skills:</p> <ul style="list-style-type: none">Choosing realistic goals and thinking about how to achieve them.Recognise who I work well with and who it is more difficult for me to work with.Know how to share success with others. <p>Art Skills:</p> <ul style="list-style-type: none">Learning about notable pop artists such as Andy Warhol and his use of contrasting colours.Exploring the use of acrylics and use these alongside cotton Q-Tips to create their own Lichtenstein inspired artworks. <p>RE Skills:</p> <ul style="list-style-type: none">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.Observe and recount different ways of expressing identity and belonging.			<p>Line of Inquiry: An inquiry into how individuals can influence society (causation).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>History Skills:</p> <ul style="list-style-type: none">Use timelines, stories and historical sources to find out about historical figures.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. <p>Art Skills:</p> <ul style="list-style-type: none">Learning about Benjamin Henry Day Jr., and explore how his invention of the Ben Day Dots revolutionised pointillism and gave way to Pop Art.	
<p>Line of Inquiry: An inquiry into the rights all people have (responsibility).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>Science Skills:</p> <ul style="list-style-type: none">Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).				



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<ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. 		
<p>Computing:</p> <p>This half term we will look at simple creating algorithms.</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> Giving clear instructions. Making predictions. Programming using mats and routes. Debugging. 	<p>PSHE:</p> <p>This half term we will look at dreams and goals.</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> Choosing realistic goals and thinking about how to achieve them. Recognise who I work well with and who it is more difficult for me to work with. Know how to share success with others. 	<p>PE:</p> <p>This half term we will look at ball skills and dance.</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> Develop the skills of throwing, catching tracking and retrieving a ball and striking a ball. Begin to self-manage small-sided games. Learn how to score points and play to the rules. Perform dances using simple movement patterns. Develop agility, balance and coordination, individually and with others.
<p>Science:</p> <p>This half term we will look at human needs and survival.</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Perform simple tests. Observe closely, using simple equipment. 	<p>Music:</p> <p>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. 	



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R.E:

This half term we will be learning about Losar, the Tibetan Buddhist New Year holiday.

During this topic we will cover the following skills:

- 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.
- 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.
- Observe and recount different ways of expressing identity and belonging.

Art:

In Art, we will be exploring the following question: How can the imagination of individuals lead to new art movements?

During this topic we will cover the following skills:

- Learning about notable pop artists such as Andy Warhol and his use of contrasting colours.
- Exploring the use of acrylics and use these alongside cotton Q-Tips to create their own Lichtenstein inspired artworks.
- Learning about Benjamin Henry Day Jr., and explore how his invention of the Ben Day Dots revolutionised pointillism and gave way to Pop Art.