



Birch

Girton Glebe Primary School Curriculum Inquiry

Class (Y2) – Spring 2

<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. Adapting their writing for a range of audiences. 	<h2>How the World Works</h2> <p>Central Idea: Technology may improve people's lives.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into the role of technology in society (form). An inquiry into how changes in technology affect our everyday lives (connection). An inquiry into the ways significant events lead to improvements in technology (change). <p>Key Vocabulary</p>			<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Multiplication and Division:</p> <ul style="list-style-type: none"> Review multiplication Make doubles 2, 5 and 10 times table Divide by 2, 5 and 10 <p>Measurement:</p> <ul style="list-style-type: none"> Measure in cm Measure in m Compare lengths and heights Order lengths and heights Use the four operations with lengths and heights <p>Mass:</p> <ul style="list-style-type: none"> Compare mass Measure in grams Measure in kilograms Use the four operations with mass
<p>Key Concepts:</p> <ul style="list-style-type: none"> Form: What is technology? Connection: How can changes in technology affect our lives? Change: How can significant events lead to improvements in technology? 	technology	invent	discover	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> Research skills Communication skills Self-management skills
	design	build	scientist	
	electricity	computer	significant	
	engineer	program	pioneer	



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<p>Line of Inquiry: An inquiry into the role of technology in society (form).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>History Skills:</p> <ul style="list-style-type: none"> • Order a set of events or objects. • Look at books, videos, photographs, pictures and artefacts to find out about the past. • Recognise that some objects belonged to the past. • Find answers to simple questions about the past from sources of information. <p>DT Skills:</p> <ul style="list-style-type: none"> • Researching ways of creating and decorating a vehicle. • Evaluating the impact of the invention of the wheel. <p>PSHE Skills:</p> <ul style="list-style-type: none"> • Understanding how medicines work how important it is to use them safely. 	<p>Line of Inquiry: An inquiry into how changes in technology affect our everyday lives (connection).</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 events beyond living memory that are significant nationally or globally. • Begin to make connections, draw contrasts, analyse trends, frame historically valid questions. <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.
<p>Line of Inquiry: An inquiry into the ways significant events lead to improvements in technology (change).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>History Skills:</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence. • Study the life and impact of a significant person in the locality and other significant individuals from around the world. 	



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<p>Computing:</p> <p>This half term we will look at data and information.</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> Recording and comparing data. Creating pictograms. Identifying attributes. Presenting information. 	<p>PSHE:</p> <p>This half term we will look at being healthy.</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> I know what I need to keep my body healthy. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can make some healthy snacks and explain why they are good for my body. I understand which foods to eat to give my body energy. 	<p>PE:</p> <p>This half term we will look at invasion games and target games.</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.
<p>Science:</p> <p>This half term we will be learning about plants.</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> Explain what a plant needs to grow and stay healthy. Dissect and observe a seed, explaining which parts will grow into a plant and which part is its food. Order the life cycle of a plant and begin to explain what happens at each stage. Explain that plants need water, light and a suitable temperature to grow and stay healthy. Explain what happens if a plant does not get everything it needs. Find out and describe how different plants need different amounts of water and light and different temperatures to grow and stay healthy. 	<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 	
<p>R.E:</p> <p>This half term we will be learning about Navratri, the Hindu festival.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> 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. 	<p>DT:</p> <p>In DT, we will be exploring the following question: How did the wheel revolutionise human lives?</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> Researching ways of creating and decorating a vehicle Designing our own vehicle Evaluating the finished project 	