




# Girton Glebe Primary School Unit of Inquiry

Birch Class (Y2) – Spring 1

<p><b>English</b></p> <p><b>Book Club</b></p> <p>Children will develop their reading comprehension through daily Book Club sessions in which they will use VIPERS to engage with the following text:</p> <p><b>Armstrong: The Faraway Tree (The Enchanted Wood by Enid Blyton)</b></p>  <p><b>Writing Roots – Dear Earth   The Water Protectors</b></p> <ul style="list-style-type: none"> <li>• Develop stamina for writing through narratives and writing for different purposes.</li> <li>• Plan and compose writing by encapsulating ideas sentence by sentence; expanding kernel sentences.</li> <li>• Secure use of capital letters, full stops, question marks, and exclamation marks to demarcate sentences.</li> <li>• Use subordination (when, if, that, because) and co-ordination (and, or, but) to extend ideas</li> <li>• Expand sentences with <b>noun phrases</b> to describe and specify.</li> </ul> <p><b>Main Writing Outcomes:</b> Information Leaflet   Non-Chronological Reports</p>	<h2 style="text-align: center;">How We Express Ourselves</h2> <p style="text-align: center;"><b>Central Idea:</b></p> <p style="text-align: center;">People use art to tell stories and show others how they see the world.</p> <p style="text-align: center;"><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into how nature can inspire creativity (causation)</li> <li>• An inquiry into the different ways people share their ideas (Form)</li> <li>• An inquiry into what creative work can show about a person’s thoughts or feelings (Perspective)</li> </ul>	<p><b>Maths:</b></p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>• Number – Multiplication and Division</li> <li>• Recognising, making and adding equal groups</li> <li>• Writing multiplication sentences using the ‘x’ symbol</li> <li>• Writing multiplication sentences based on pictures</li> <li>• Using arrays</li> <li>• Making doubles</li> <li>• Revising the 2, 5 and 10 times table</li> <li>• Making equal groups with sharing and grouping</li> <li>• Dividing by 2</li> <li>• Odd and even numbers</li> <li>• Dividing by 5 and 10</li> </ul> <p><b>Money with Mr Smart –</b></p> <ul style="list-style-type: none"> <li>• Comparing amounts of money</li> <li>• Calculating with money</li> <li>• Making £1</li> <li>• Finding change</li> <li>• Solving two=step problems involving all of the above</li> <li>• Make the same amount</li> </ul>
---	--	--



# Girton Glebe Primary School Unit of Inquiry

Birch Class (Y2) – Spring 1

<b>Key Concepts:</b> <ul style="list-style-type: none"> <li>• <b>Form</b></li> <li>• <b>Causation</b></li> <li>• <b>Perspective</b></li> </ul>	<b>Key Vocabulary</b>				<b>Approaches to Learning:</b> <ul style="list-style-type: none"> <li>• Social skills</li> <li>• Communication skills</li> <li>• Self-management skills</li> </ul>
	pattern	creativity	life cycle	stem	
	artist	habitat	environment	root	
	germination	classification	leaves	petal	
<p><b>Line of Inquiry:</b> An inquiry into how nature can inspire creativity (causation)</p> <p><b>In this Line of Inquiry, we will cover the following skills:</b></p> <p><b>Science Skills</b>  <i>Plants + Working Scientifically</i></p> <ul style="list-style-type: none"> <li>• Observe and describe how plants grow, including changes over time.</li> <li>• Identify and name basic parts of a plant, including roots, stem, leaves, and flowers.</li> <li>• Identify and describe the basic needs of plants, including water, light, and a suitable temperature.</li> <li>• Explain how plants grow and stay healthy.</li> <li>• Explain why some plants grow well in some conditions and not others.</li> <li>• Explain how plants are suited to their environments.</li> <li>• Use knowledge of plant structure when designing and making.</li> <li>• Apply knowledge of plant needs and structure when explaining ideas.</li> <li>• Use scientific observation to inform creative choices.</li> </ul> <p><b>Geography Skills</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• Identify hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> <p><b>Art/DT Skills</b></p> <ul style="list-style-type: none"> <li>• Use drawing and painting to develop and share ideas, experiences, and imagination.</li> </ul>	<p><b>Line of Inquiry:</b> An inquiry the different ways people share their ideas (Form)</p> <p><b>In this Line of Inquiry, we will cover the following skills:</b></p> <p><b>Science Skills</b>  <i>Plants + Working Scientifically</i></p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways.</li> <li>• Observing closely, using simple equipment.</li> <li>• Observing changes over time.</li> <li>• Identifying and classifying living things.</li> <li>• Comparing living things using simple features.</li> <li>• Using observations to suggest answers to questions.</li> <li>• Using simple scientific language.</li> <li>• Using drawings and diagrams to record findings.</li> <li>• Using drawings as a way of recording observations.</li> <li>• Communicating findings in a range of ways.</li> </ul> <p><b>Geography Skills</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to describe features of the environment.</li> <li>• Use basic geographical vocabulary to describe environments.</li> <li>• Use world maps to identify places.</li> </ul> <p><b>Art/DT Skills</b></p> <ul style="list-style-type: none"> <li>• Use drawing to develop and share ideas, experiences, and imagination.</li> <li>• Use painting to develop and share ideas, experiences, and imagination.</li> <li>• Develop a wide range of art and design techniques, including line and shape.</li> </ul>				



# Girton Glebe Primary School Unit of Inquiry

## Birch Class (Y2) – Spring 1

- Use sculpture to develop and share ideas, experiences, and imagination.
- Use a range of materials creatively to design and make products.
- Develop techniques in colour, line, shape, pattern, repetition, collage, and texture.
- Build structures, exploring how they can be made stronger, stiffer, and more stable.
- Select from and use a range of materials according to their characteristics.
- Create a final piece using learned techniques.
- Know about the work of artists and use this to inspire own work (linking to Kusama's patterns and O'Keeffe's nature-inspired forms).

- Communicate ideas through design and creative work.
- Use a range of materials creatively to design and make products.

**Line of Inquiry:** An inquiry into what creative work can show about a person's thoughts or feelings (Perspective)

**In this Line of Inquiry, we will cover the following skills:**

### Science Skills

#### *Plants + Working Scientifically*

- Use scientific observation to inform creative choices.
- Use knowledge of plant structure when designing and making.
- Apply knowledge of plant needs and structure when explaining ideas.
- Communicating findings in a range of ways.

### Geography Skills

- Name and locate the world's continents and oceans.

### Art/DT Skills

- Know about the work of a range of artists, describing differences and similarities.
- Know about the work of a range of artists, making links to their own work.
- Use knowledge of artists' styles to inspire personal expression in art.
- Create a final piece that reflects personal ideas, thoughts, or feelings inspired by nature.

### Histor Skills

- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- Learn about a significant individual from the past and present (Kusama and O'Keeffe).



# Girton Glebe Primary School Unit of Inquiry

Birch Class (Y2) – Spring 1

## Art and DT

As part of this half term's inquiry, children will explore how artists like **Yayoi Kusama** use pattern, shape, and colour to share how they see the world. Children will experiment with dot painting using repeated motifs to express emotions and ideas. After exploring Kusama's sculptural work, they will design and create their own 3D flower sculptures, using wire and plaster bandage to build a stable structure and paper clay to form the petals. Children will then paint their sculptures in Kusama's signature bold colours and dot patterns to reflect their own story or perspective.



## PSHE:

The topic this half term is "**Dreams & Goals**".

- Choosing realistic goals and thinking about how to achieve it
- Learning to persevere with tasks are difficult
- Recognising who I work well with and who it is more difficult for me to work with
- Working well in a group to create an end product
- Explaining some of the ways that I worked well in my group
- Knowing how to share success with other people

## R.E

This half term, we will be asking: **How do we know some people feel a special connection to a god?**

We will be focusing on the following skills and knowledge:

- Recognise parts of Jesus' birth story that tell us some people believe Jesus is special.
- Understand that religious stories can help us learn about religious beliefs.
- Identify some parts of the story that tell some people that Guru Nanak was special as a baby.
- Identify miracles in the stories that tell some people that some children are special.
- Make comparisons to other stories.
- Describe why Krishna might be seen as special by some people.
- Identify parts of the story that tell us that Muhammad is special to some people.
- Identify a miracle believed to have been performed by Jesus as an adult and its significance in religious stories.

## Music

Our unit title for this half term is 'I wanna play in a band'. We will be focusing on the following skills and knowledge:

**We will be covering the following skills:**

- To know five songs off by heart.
- To know some songs have a chorus or a response/answer part.
- To know that songs have a musical style.
- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To learn how songs can tell a story or describe an idea.
- To Learn the names of the notes in their instrumental part from memory or when written down.
- To Know the names of untuned percussion instruments played in class



# Girton Glebe Primary School Unit of Inquiry

Birch Class (Y2) – Spring 1

## Computing with Mr Smart

This half term, we will be focusing on 'Robot Algorithms', where we will use logical reasoning to predict the outcome of a program. We will be developing the following skills and knowledge:

- Choosing a series of words that can be enacted as a sequence
- Choosing a series of instructions that can be run as a program
- Creating a program
- Tracing a sequence to make a prediction
- Running a program on a device
- Debugging a program that I have written

## PE with Miss Tweddle

In PE the children will be developing Fundamental skills and gymnastics skills.

### Dance

- Placing actions in a particular order to tell the story of their dance
- Changing the way actions are performed to show an idea
- Using different directions, pathways and levels
- Using counts of 8 to stay in time with partners and music

### Fitness

- Using small, quick steps to change direction
- Balancing by squeezing muscles
- Taking shorter steps to jog and longer ones to run
- Considering pace for distance
- 

## Class Notices

- This half term, Birch will have the opportunity to go on a trip to Fitzwilliam Museum for a session focussing on visual storytelling.
- Miss Pyle teaches Monday and Tuesday; Miss Giraldo-Perez teaches Wednesday, Thursday, Friday
- PE is on Mondays and Fridays