





Girton Glebe Primary School Unit of Inquiry

Birch Class (Y2) – Spring 2

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| <p>English</p> <p>Reading</p> <p>Children will develop their reading skills through guided reading groups following Little Wandle Phonics programme. For those past Phase 5, they will be partaking in Book Club sessions three times a week focusing on decoding, prosody and comprehension.</p> <p>Writing Roots</p> <div style="display: flex; align-items: center;">   </div> <p>The Dragon Machine Lizzy and the Cloud</p> <ul style="list-style-type: none"> • Develop stamina for writing through narratives and writing for different purposes. • Plan and compose writing by encapsulating ideas sentence by sentence; expanding kernel sentences. • Secure use of capital letters, full stops, question marks, and exclamation marks to demarcate sentences. • Use subordination (when, if, that, because) and co-ordination (and, or, but) to extend ideas • Expand sentences with noun phrases to describe and specify. <p>Main Writing Outcomes: Own version dragon stories guidebooks</p> | <h2 style="text-align: center;">How We Organise Ourselves</h2> <p style="text-align: center;">Central Idea:</p> <p style="text-align: center;">Who has power and how is it shared?</p> <p style="text-align: center;">Lines of Inquiry:</p> <p style="text-align: center;">An inquiry into how systems of power work in the United Kingdom (Function)</p> <p style="text-align: center;">An inquiry into what effect can an individual's actions have on society (Causation)</p> <p style="text-align: center;">An inquiry into how symbols are used to express identity (Perspective)</p> | <p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Fractions:</p> <ul style="list-style-type: none"> • Recognise parts and wholes and equal and unequal parts • Recognise and find a half, quarters, thirds and a whole • Identify unit and non-unit fractions • Recognise the equivalence of two quarters and a half • Count in fractions up to 1 • Solve problems with fractions <p>Time:</p> <ul style="list-style-type: none"> • Read time to o'clock and half past • Read time to quarter past and quarter to • Tell time past the hour • Tell time to the hour • Tell time to 5 minutes |
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| Key Concepts: <ul style="list-style-type: none"> Function Causation Perspective | Key Vocabulary | | | | Approaches to Learning: <ul style="list-style-type: none"> Communication skills Self-management skills Research skills |
|---|--|------------|------------------|----------|--|
| | city | country | continent | monarchy | |
| | government | Parliament | United Kingdom | Europe | |
| | England | Wales | Northern Ireland | Scotland | |
| <p>Line of Inquiry: An inquiry into how systems of power work in the United Kingdom</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>Geography Skills <i>Locational Knowledge</i></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the UK Use maps, atlases and globes to identify the UK and its location Use basic vocabulary to refer to: <ul style="list-style-type: none"> city country capital <p>Citizenship (non-statutory) Children will understand:</p> <ul style="list-style-type: none"> rules and laws roles and responsibilities decision-making in groups different roles in society leadership and responsibility | <p>Line of Inquiry: An inquiry into what effect can an individual's actions have on society (Causation)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>History Skills <i>Significant Individuals - Queen Elizabeth II</i></p> <ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements <p><i>Chronological Understanding</i></p> <ul style="list-style-type: none"> Develop awareness of: <ul style="list-style-type: none"> past vs present how things have changed over time | | | | |



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Line of Inquiry: An inquiry into how symbols are used to express identity (Perspective)

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

Art Skills

- Use a range of materials creatively to design and make products
- Develop techniques in using colour, pattern, shape
- Use drawing to develop and share ideas

Science Skills

Uses of Everyday Materials

- Identify and compare the suitability of everyday materials
- Find out how the shapes of solid objects can be changed
- Describe the properties of materials:
 - strong
 - flexible
 - waterproof

Design & Technology

- Design purposeful, functional products
- Select from and use a range of materials
- Build structures / textile products
- Evaluate products against design criteria

PSHE

The topic this half term is “Relationships”.

- Identify different members of families and understand our relationship with them and know why it is important to share and cooperate
- Understand that there are lots of forms of physical contact in families and that some of this is acceptable and some is not
- Identify some of the things that cause conflict and demonstrate how to resolve them
- Understand that sometimes it is good to keep a secret and sometimes not
- Express appreciation for people in my family, school and community



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| <p>R.E</p> <p>This half term, we will be asking: Why do some people talk to God?</p> <p>We will be focusing on the following skills and knowledge:</p> <ul style="list-style-type: none"> • Identify reasons why some people talk to God • Describe different ways some people pray and how it makes them feel • Describe ways of praying through exploring Muslim prayer • Explain how and why special objects and clothing are used during prayer • Explore how some Hindu people pray and the objects they use • Recognise different ways of praying by exploring the use of scripture and prayer books | <p>Music</p> <p>Our unit title for this half term is 'Friendship Song'. We will be focusing on the following skills and knowledge:</p> <p>We will be covering the following skills:</p> <ul style="list-style-type: none"> • Children will listen and appraise the Friendship Song and other songs about friendship: <ul style="list-style-type: none"> ○ Friendship Song by Joanna Mangona and Pete Readman ○ Count On Me by Bruno Mars ○ We Go Together (from Grease soundtrack) ○ You Give A Little Love from Buggy Malone ○ That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John ○ You've Got A Friend In Me by Randy Newma • Finding the pulse as you listen to music • Identifying instruments you can hear • Clapping rhythms • Improvising using the notes C + D |
| <p>Computing with Mr Smart</p> <p>This half term, we will focusing on 'Making Music'. We will be developing the following skills and knowledge:</p> <ul style="list-style-type: none"> • Identify simple differences in pieces of music • Create a rhythm pattern and play an instrument following a rhythm pattern • Use a computer to experiment with pitch • Identify that music is a sequence of notes • Create a rhythm to represent an animal | <p>PE with Miss Twedde</p> <p>In PE the children will be developing the following skills:</p> <p>Athletics</p> <ul style="list-style-type: none"> • To run fast and develop sprinting • To develop jumping further and higher • To develop throwing for distance and for accuracy • To select and apply knowledge and technique in an athletics carousel <p>Striking and Fielding Games</p> <ul style="list-style-type: none"> • To move fast and track and collect a ball • To develop underarm throwing and catching to field a ball • To develop overarm throwing to limit a batter's score • To develop hitting for distance to score more points • To be able to get a batter out |



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Class Notices

- Miss Pyle teaches Monday and Tuesday; Miss Giraldo-Perez teaches Wednesday, Thursday and Friday; Mr Phillips is teaching all week.
- PE is on Mondays and Tuesdays