

### Half Termly Curriculum Plan Spring 2 2024

| Year 2    |                                                                                             |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                       |        |                                                                                                                                                                                                                           |
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|           | Prior knowledge                                                                             | Key Vocabulary                                                                                                                                                                                                                                                                                                | Week 1                                                                                                                                                                                                                                                                                                                                   | Week 2                                                                                                                                                                                                                                                                                                                                               | Week 3                                                                                                                                                                                                                                                                                                              | Week 4                                                                                                                                                                   | Week 5                                                                                                                                                                                                                                                                                                | Week 6 | Assessment                                                                                                                                                                                                                |
| Geography | <u>Year 1</u><br>Simple compass directions<br>Some physical and human geographical features | Physical features<br>Human features<br>Landmarks<br>Aerial photographs<br>Identify<br>Compass directions<br>North<br>South<br>East<br>West<br>North-East<br>South-East<br>North-West<br>South-West<br>Key<br>Map<br>Symbols<br>Directional language<br>Locational language (near/ far/ left/ right)<br>Routes | <b>LI – I can understand the difference between physical and human features, giving examples of both.</b><br><br>• Children are to identify the key differences between physical and human geographical features. They then will need to name and sort physical and human features, discussing examples of where some are found locally. | <b>L.I. - I can identify key physical and human features where I live.</b><br><br>• Children are to use a selection of aerial photographs, plan perspectives and landscape photographs to identify human and physical features in our town.<br><br>• Children can recognise significant landmarks in our area e.g. lighthouses, Harwich Redoubt Fort | <b>L.I – I can use observation al skills to study key human and physical features surrounding the school.</b><br><br>• Children are to use simple fieldwork and observational skills to study the geography of the school's surrounding environment, talking a walk and recording notes on a mapped area around the | <b>L.I – I can make a simple map with symbols and a key.</b><br><br>• Children are to map a simple map of the school grounds and create a key and symbols to go with it. | <b>L.I. – I can use compass directions to describe features and routes on a map.</b><br><br>• Children are to go on a mission linked with their Literacy unit<br><br>• Children are to follow a route on a map<br><br>• Children need to describe the route using compass directions, directional and |        | Children are to complete an assessment based on the key objectives from the lessons- human and physical geographical features, compass directions, locational and directional language and interpreting symbols on a map. |

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|           |                                 |                                                                             |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                       | outskirts of the school.<br><br>• Children are to identify human and physical features of their surroundings                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                   | locational vocabulary as well as discussing features/ landmarks on the map.                                                                                                                                                 |  |                                         |
| Computing | <u>We are Collectors – Yr 1</u> | Google Safe Search<br>Mind Map<br>Presentation<br>Research<br>Search Engine | <u>We are Researchers</u><br><br><b>L.I. – To scope a topic and break down questions</b><br><br>• I can add questions to a mind map.<br><br>• I can organise questions in my mind map.<br><br>• I can save my mind map. | <u>We are Researchers</u><br><br><b>L.I. – To look for information</b><br><br>• I can use a search engine.<br><br>• I can find information to add to my mind map.<br><br>• I know how to let someone know if I am worried about something on the web. | <u>We are Researchers</u><br><br><b>L.I. – To searching safely and effectively using Google</b><br><br>• I can use the web to find information.<br><br>• I can use Helperbird to help me read content online.<br><br>• I can use strategies for finding suitable pages like using ‘for kids’. | <u>We are Researchers</u><br><br><b>L.I. – To search the web for images</b><br><br>• I can tell the difference between the adverts or sponsored results and the main results on a Google search page.<br><br>• I know things on the web are stored on other computers.<br><br>• I can find images and add them to | <u>We are Researchers</u><br><br><b>L.I. – To prepare a presentation</b><br><br>• I can create a presentation that shows my research<br><br>• I can add new slides to my presentation.<br><br>• I can save my presentation. |  | Assessment based on final presentation. |

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|                     |                                                                                                                |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                         | my presentation.                                                                                                                                                                               |                                                                                                                                                                              |  |                                                                                                                                                 |
| Art and Technology  | Year 1<br>Running stitch<br>Design<br>Make                                                                     | Evaluate<br>Design<br>Make<br>Template<br>Tie-dye<br>Applique<br>Decorate                                  | <b>L.I. – I can evaluate superhero cape designs</b> <ul style="list-style-type: none"> <li>Children are to explore a design criteria for making a superhero cape</li> <li>Children are to look at a selection of fabrics, existing capes and images of existing superhero capes and evaluate them against a design criteria for their superhero cape project</li> </ul> | <b>L.I. – I can design and draw a template for a superhero cape</b> <ul style="list-style-type: none"> <li>Children are to use what they have learned to design and draw a template of a superhero cape, linked with their Literacy text.</li> <li>Children need to follow a design criteria for their cape – dye, cut fabric, applique</li> </ul> | <b>L.I. – I can tie-dye fabric</b> <ul style="list-style-type: none"> <li>Children are to tie-dye fabric following the technique they chose during their design planning phase</li> <li>Children are to understand the process of tie-dying fabric and help with the process</li> </ul> | <b>L.I. – I can cut and applique fabric</b> <ul style="list-style-type: none"> <li>Children are to draw and cut their superhero logo onto felt and applique it onto their capes.</li> </ul>    |                                                                                                                                                                              |  | Children are to be assessed against the outcome of their cape against the design criteria. (Superhero capes to be used for the 'Superhero Day') |
| Religious Education | Year 1<br>-What do my senses about religion and belief?<br>-How does a celebration bring a community together? | -Passover<br>-Pesach<br>-Seder plate<br>-Matzah bread<br>-Exodus<br>-Celebration<br>-Festival<br>-Haggadah | <b>L.I.- I can ask questions about traditions, festivals and celebrations</b> <ul style="list-style-type: none"> <li>Mindmap celebrations chn aware of.</li> <li>Generate questions from image of Passover/Pesach.</li> </ul>                                                                                                                                           | <b>L.I.- I can sequence and illustrate the Jewish story of Passover</b> <ul style="list-style-type: none"> <li>Share an important object from home. Link to objects and celebrations.</li> <li>Watch video and model</li> </ul>                                                                                                                    | <b>L.I.-I can explain the symbolic significance of Jewish artefacts</b> <ul style="list-style-type: none"> <li>Recap answers from Synagogue. Are any questions unanswered?</li> </ul>                                                                                                   | <b>L.I.-I can examine and order the traditions of Haggadah</b> <ul style="list-style-type: none"> <li>Show children 4 questions.</li> <li>Watch and then reflect on which image and</li> </ul> | <b>L.I. I can design an information leaflet about the festival of Passover.</b> <ul style="list-style-type: none"> <li>What do Jewish people eat during Passover?</li> </ul> |  |                                                                                                                                                 |

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|      | -What do Jewish people remember on Shabbat? Why is light an important symbol to Christians, Jews and Hindus?                                                           |                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Prepare questions to send to a regional Synagogue.</li> </ul>                                                                                                                                                                                                            | <p>mapping story of Passover.</p> <ul style="list-style-type: none"> <li>• Chn. to sequence or create a comic strip</li> </ul>                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Watch video and show a Pesach plate.</li> <li>• Children to create own plate and label what items represent.</li> </ul>                                                                                                               | <p>answer answers each question.</p> <ul style="list-style-type: none"> <li>• Children to independently match statements.</li> </ul>                                                                                                                                                   | <ul style="list-style-type: none"> <li>• How Jewish people celebrate Passover?</li> <li>• What do Jewish people remember during Passover?</li> <li>• Why do Jewish people celebrate Passover?</li> </ul>                                                              |                                                                                                                                                                                                                                      |  |
| PSHE | <p><u>Year 1</u></p> <p>- healthy lifestyle choices</p> <p>-personal hygiene</p> <p>-medicine can help me</p> <p>-crossing the road</p> <p>-why my body is amazing</p> | <p>-Healthy choices</p> <p>-Lifestyle</p> <p>-Motivation</p> <p>-Relax</p> <p>-Relaxation</p> <p>-Tense</p> <p>-Calm</p> <p>-Unhealthy</p> <p>-Dangerous</p> <p>-Medicines</p> <p>-Safe</p> <p>-Portion</p> <p>-Balanced diet</p> | <p><b>L.I.- I know what I need to keep my body healthy</b></p> <ul style="list-style-type: none"> <li>• Sort statements about healthy and unhealthy living between our skeleton and the bin.</li> <li>• Mindmap what makes a healthy body and why.</li> <li>• Create a slogan for a healthy lifestyle.</li> </ul> | <p><b>L.I.- I can tell you what relaxed means and know things that make me feel relaxed or stressed.</b></p> <ul style="list-style-type: none"> <li>• Introduce chn to a range of relaxation techniques.</li> <li>• Ask chn to rank techniques and explain why.</li> <li>• Children to draw a body map of how they look and feel</li> </ul> | <p><b>L.I.- I understand how medicines work in my body and how important it is to use them safely.</b></p> <ul style="list-style-type: none"> <li>• Read "Poor Monty" by Anne Fine. KAGAN groups medicines children have heard of.</li> <li>• Challenge to group by</li> </ul> | <p><b>L.I.- I can sort foods into the correct food groups and know which foods my body needs every day to keep healthy.</b></p> <ul style="list-style-type: none"> <li>• Introduce food groups and what they do.</li> <li>• Catagorise foods.</li> <li>• Chn to draw a food</li> </ul> | <p><b>L.I.- I can decide which foods to eat to give my body energy</b></p> <ul style="list-style-type: none"> <li>• Recap on food groups and their functions.</li> <li>• Chn to use paper plates to draw or stick on foods that belong in each food group.</li> </ul> | <p><b>L.I.- I can make some healthy snacks and explain why they are good for my body.</b></p> <p>Chn to guess sugar in common snacks. Introduce snack swaps. Make one for the class. Chn to record their favourite swap and why.</p> |  |

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|                   |                                                     |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                | when relaxed (inner circle) sources of stress on outer circle.                                                       | <p>topical vs. ingested.</p> <ul style="list-style-type: none"> <li>Each group to draw around a child. Give a medicine and record where/ how it works.</li> </ul> | they love and record what it does for their body                                                                                      |                                                                                                                                                          |  |                                                                                                                                                                   |
| Foreign Languages | Je m'appelle<br>Numbers to 10<br>Combien = how many | <p>Comment tu t'appelles</p> <p>Friandes = treats</p> <p>Mon ball, baton, lit, mes croquettes, ma boite</p> <p>Je suis = I am</p> <p>Fort = strong, vite = fast, mechant = naughty, mignon = cute</p> <p>Dog commands</p> <p>Manger, nager, courir, dormir, jouer</p> | <p>Use sentence "my name is"</p> <p>Ask "what's your name?" in French.</p> <p>Learn some French dog names and doggy adjectives.</p> <p>Make up a superhero dog and write sentence my name is + name + je suis + adjectives</p> | <p>I can count 1 to 10</p> <p>Count puppy treats using "Combien de friandises?" – read number and draw biscuits.</p> | <p>Listen and respond to simple commands in French. Play train your super puppy game - pairs</p>                                                                  | <p>Recognise and learn Foufou's favourite things- video "Foufou's things" stand up game.</p> <p>Draw and label objects in French.</p> | <p>Understand and practise saying "I like..." in French.</p> <p>Puppy performance: Groups of children say what their superpups like doing, Record it</p> |  | <p>Ongoing afl tasks in lessons</p> <p>Self and peer. Listening with care, recognising written phrases, copying carefully, repeating accurately, memorisation</p> |