

History

How have Rosa Parks and Nelson Mandela helped to make the world a better place?

Pupils will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

In their lessons, they will learn the following:

- what discrimination is?
- who Nelson Mandela was?
- To create a fact file on Nelson Mandela?
- who Rosa Parks was?
- To create a fact file on Rosa Parks?
- why slavery is a bad thing?
- who president Obama is?
- To perform a play to show how discrimination is wrong?



Art & Design

Pupils will learn about photographs and how they look and how they are taken.



Pupils will then turn a photograph into a painting. They will look at the different colours in the photograph. Then see if they can match their picture to the photograph.

Year 2

Spring 1 Curriculum Map

Big Learning Question (Theme):
How have Rosa Parks and Nelson Mandela helped to make the world a better place?

Links to Our School Values & The British Values?

Pupils will be learning about having **mutual respect** and **tolerance** for those who are from different faiths and have different beliefs and for those without faith by...

- accepting that other people might have different beliefs than ours and they may believe in different religions.
- accepting that We might not always agree with other people, but we try to show respect for their thoughts and feelings.
- giving respect to others and expecting other people to show us respect.

They will be reminded of **the rule of law** when learning & embedding the school rules.

Save The Dates!



Day: Trip to The Mosque
Thursday 31st January
2019



Finish: Friday 15th February
2019 - Children to perform plays that help others see how wrong it is to discriminate.

English

Learning will be based on our Main Text:



Grace and family

By Mary Hoffman and Caroline Binch

Linked to our big learning question/theme, pupils will meet Grace and her family. In this text Grace travels to Gambia to meet her papa and other members of her family. When she is there she learns about food, fashion from Africa. She also takes part in celebrations and fun activities that occur in Africa.

Writing outcomes:

- Character profile
- Letter writing
- Diary writing
- Emails
- Reports

Reading:

As well as reading The Lonely Beast pupils will enjoy daily class reader time and increase familiarity with a range of books;

- Discuss the sequence of events in books; Answer and ask questions;
- Predict what might happen on the basis of what has been read;
- Draw inferences on the basis of what is being said and done; Express
- Express views and opinions about reading
- Discuss the meaning of new words.

Maths

2D and 3D Shape., money fractions and measurement



Pupils will be learning to:

- **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.**
- Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- **Compare and sort common 2-D and 3-D shapes and everyday objects.**
- Recognise and use symbols for pounds (£) and pence (p);
- Combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- **Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.**
- **Recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity.**
- Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels: Length/height in any direction (m/cm);
- Compare and order lengths, mass, volume/capacity and record the results using >, < and =.

Pease note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year .

Science

What makes an animal healthy?

- **By the end of this unit, all pupils should be able to:**
- Can I name the different stages of the lifecycle of an egg?
- Can I identify how babies grow into adults?
- Can I identify things that I need in order to stay alive?
- Can I identify how you can you're your heart healthy?
- Can I identify the different food groups?
- Can I pack a healthy picnic!



Religious Education

What does it mean to be Muslim?

By the end of this unit, pupils will be taught to:

Recognise some different symbols and actions for how Muslims worship. They will learn how Muslims live and follow their beliefs. Also the special holy book called the Qur'an.



In their lessons, they will learn the following:

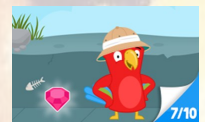
- Can I identify why Muhammad so important to Muslims?
- Can I explain what the Qu'ran is and why is it so special to Muslims?
- Can I explain what I do every day, every week and every year?
- Can I identify the daily rituals carried out by Muslims?
- Can I explain what Ramadan and Eid-Al-Fitr?
- Can we interview each other about life as a Muslim?

Computing

Problem Solving and debugging

Pupils will be learning about:

- what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- use logical reasoning to predict the behaviour of simple programs; debug simple programs recognise common uses of information technology beyond school
- become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active
- participants in a digital world



PSHE

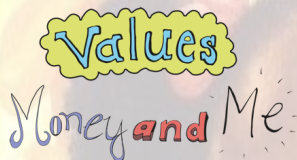
Living in the wider world

Overarching aims of this terms theme:

- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Career** (including enterprise, employability and economic understanding)

During their lessons, pupils will learn how:

- To understand what charity is and explain why people donate to charity
- To fundraise money for a charity
- To explain the difference between wants and needs To explore life in different countries
- To explain how their life is different to the lives of children in other countries
- To explain how to keep safe online
- To identify who to talk to if you are worried or scared about something
- To explain how to keep safe around fire
- To explain the risks associated with fire
- To explore gender stereotypes



PE

Pupils will learn to:

To understand how dance can be used to communicate.

To use different dance movements to communicate an idea.

To dance in different formations to communicate different ideas.

To communicate feelings through dance.

To can refine and improve my movements.

Outdoor

To move at different speeds.

To move along different pathways

.To jump for height.

To jump for distance.

To jump in different ways.

To jump in different ways.

PE

Music



What is weather and seasons'

Pupils will:

- Develop the ability to recognise how sounds and instruments can be used expressively to create music in response to weather.
- Appraise and respond to a variety of music of which composers have used the weather and seasons as a stimuli.
- Explore how sounds can be changed, combined and organised to create both class and group compositions.

Home Learning

Please see the your child's Home Learning Project for this half-term. A copy will be sent home & you can also find it under the Homework section on our website.

Weekly homework will be sent out online via DB Primary, Bug Club, Mathletics & Spellodrome.



Remember that **Reading should be taking place EVERY DAY**. Reading Records will be checked daily. Please listen to your child read and write a comment/ sign in their reading record. If they are able to, children can read & write their own reflection comment about what they have read.

