



## SPRING TERM CURRICULUM PLAN

## YEAR GROUP 2

<p><b>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</b></p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p><b>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</b></p>	<p>Our curriculum is <b>cohesive</b> across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is <b>creative</b>, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is <b>collaborative</b>. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>

<p>Experiences and the wider use of the environment for this term.</p>	<p>Children will have a multitude of opportunities to read and write in literacy and guided reading lessons.          Summer Fair and picnic          Community engagement-          Invite parents to see their child's learning.          All of the school values will be embedded into our learning.</p>
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<p><b>SCIENCE</b></p>		
<p>Skills as a scientist</p>	<p>Substantive knowledge</p>	<p>Vocabulary</p>
<p>I can ask simple questions and recognise that they can be answered in different ways</p> <p>I can observe closely noticing changes overtime, using simple equipment</p> <p>I can perform simple comparative tests. I can identify, group and classify</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can use different types of scientific enquiry to gather and record data to help me answer questions (compare and classify, observations over time, comparison)</p> <p>I can find things out using secondary sources</p>	<p>Observe and describe how seeds and plants grow            Name trees in the local area Name garden and wild flowering plants in the local area</p> <p>Observe and describe how seeds and bulbs grow into mature plants            Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.            Scientist: Luther Burbank.</p> <p>Describe the basic needs of animals including humans for survival            Describe the importance for humans of exercise, eating the right amount and type of food, and hygiene</p>	<p>Plants            Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud.            Names of trees in the local area            Names of garden and wild flowering plants in the local area, light, shade, sun, warm, cool, water, grow, healthy</p> <p>Animals Including Humans            Survival, exercise, heart rate, blood, oxygen, protein, carbohydrates, vegetables, dairy, fats, germs, offspring,</p>

## **HISTORY**

Skills as an historian	Substantive knowledge	Vocabulary
Change and continuity Cause and consequence	Queen Victoria Who was she? What changes did she see? The Great Exhibition Brunel Introduction of the railway – employment, benefits and leisure Impact of transport systems	
Sources of evidence Historical interpretations / significance	Working children in town and country Victorian schools Victorian children in the home – through the arts.	

<b>GEOGRAPHY</b>		
Skills as a geographer	Substantive knowledge	Vocabulary
	Our world Uk and into Europe Locating and naming the other continents and oceans  Europe – Iceland North America – USA South America – Brazil Asia – India Oceania / Australasia – Fiji Africa – Egypt Antartica Soma physical and human features Compass points	
	Weather in our world Europe – Iceland North America – USA South America – Brazil Asia – India Oceania / Australasia – Fiji Africa – Egypt Antartica  Weather and climate of these countries	

<b>RELIGIOUS EDUCATION</b>		
Skills as a Theologist	Substantive knowledge	Vocabulary
Religion- Judaism.  Religion- Christianity	I can re-tell the Passover story (Exodus from Egypt under Moses). I know that God allowed the Israelites to be free from slavery. I can talk about the Seder meal with some detail and some of the correct vocabulary as well as linking the symbolism to the Passover story.	Judaism Jews Jewish practices Passover Kashrut Seder Prayer shawls and Kippahs Pesach

	<p>I can start to explain why Jewish people have a Seder meal.</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>I can explain a commitment I have made and explain why it is important that I maintain it.</p> <p>I can explain why it is difficult to maintain a commitment and link this to the impact praying five times a day might have on a Muslim's daily life.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p>	<p>Hagadah Matzah Charoset Zeroah Beitzah Maror Karpas Charazet Exodus Moses Kashrut Kosher Christianity Jesus Good Friday Easter Sunday</p>
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DESIGN TECHNOLOGY		
Skills as a Design Technologist	Substantive knowledge	Vocabulary
<p>Zoo enclosures</p> <p><u>Explore</u></p> <ul style="list-style-type: none"> <li>I can think of ideas and recognise characteristics of familiar products (zoo enclosures/cages, different structures, with gates/doors).</li> <li>I can explore patterns in strong structures. (a picket fence)</li> </ul>	<p><u>Explore</u></p> <ul style="list-style-type: none"> <li>I know that using different materials strengthens the structure.</li> <li>I know where, when and how zoo enclosures are used for different animals.</li> <li>I know different enclosures are stronger than others.</li> </ul>	<p>Structures Strengthen Stiffer Stronger Enclosure Patterns Gluing</p>

<ul style="list-style-type: none"> <li>• I can practice joining materials to test strength (paper straw, plastic straws, lollipop sticks, fabric).</li> <li>• I can explore how materials can be made stronger stiffer and more stable.</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• I can think of ideas and plan what to do next, based on my experience of working with materials and components.</li> <li>• I can use pictures and labels to describe my designs.</li> <li>• I can write a list of materials and tools.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>• I can use cutting tools to safely cut materials (scissors).</li> <li>• I can select and use appropriate techniques and resources to join materials, such as masking tape, gluing, card, paper straws, plastic straws, lollipop sticks.</li> <li>• I can assemble materials</li> </ul>	<ul style="list-style-type: none"> <li>- I know which materials work the best to create a strong structure.</li> <li>- I know which joining techniques work the best to create a strong structure.</li> </ul> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- I know that it is important to plan and design my ideas.</li> <li>- I know what I am making and which tools I am using.</li> <li>- I know my design mission.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- I know procedures to use tools safely. (scissors)</li> <li>- I know how to use my design to create my final product.</li> <li>- I know what tools and materials I need to carry out tasks.</li> <li>- I know how to measure to the nearest centimetre.</li> </ul>	
<p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• I can recognise what I have done well as my work progresses and suggest things I could do better in the future.</li> </ul>	<p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- I know what I like about my product.</li> <li>- I know what problems I had and how I overcome them.</li> <li>- I know how I would improve my product.</li> <li>- I know what I like about another person's zoo enclosure.</li> <li>- I know what skills I used to make the zoo enclosure.</li> </ul>	

<b>ART</b>		
Skills as an Artist	Substantive knowledge	Vocabulary
<p>I can choose appropriate coloured pencils to colour my jungle setting.</p> <p>I know which colours to add to my sketch., by experimenting with different shades of colours (ie green, - use a set of green pencils, knowing which is darker/lighter).</p> <p>I can mix colours to make other colours.</p> <p>I can use thick and thin brushes (to paint a jungle animal).</p>	<p>Know that the artist Georgia O’Keefe uses natural objects</p>	<p>Landscapes</p> <p>Portrait</p> <p>Folding</p> <p>Different Colour</p> <p>Pattern</p> <p>Shape</p> <p>Primary colour</p> <p>Secondary colour</p> <p>Imagination</p> <p>Sketch</p> <p>setting</p>

<b>COMPUTING</b>		
Skills as a Computer scientist	Substantive knowledge	Vocabulary
<p>Managing online information</p>	<p>I can use simple keywords in search engines.</p> <p>Demonstrate how to navigate a simple webpage to get to information.</p> <p>Explain why some information found online might not be true / real.</p>	<p>Information</p> <p>Internet</p> <p>Gaming</p> <p>streaming</p> <p>Search engine</p> <p>Navigate</p> <p>Webpage</p> <p>Voice activated searching</p> <p>Pictograph / pictogram</p> <p>data</p>
<p>Data handling</p>	<p>I can use pictographs/pictograms to represent data.</p> <p>Explain what each picture represents in a pictograph / pictogram.</p> <p>Sort different kinds of information and present it to others.</p> <p>Add information to a pictograph.</p>	

<b>PSHE</b>	
<p><b>Belonging to a community</b></p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p>	<ul style="list-style-type: none"> <li>about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>about different rights and responsibilities that they have in school and the wider community</li> <li>about how a community can help people from different groups to feel included</li> <li>to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>
<p><b>Media literacy and Digital resilience</b></p> <p>The internet in everyday life; online content and information</p>	<ul style="list-style-type: none"> <li>The ways in which people can access the internet e.g. phones, tablets, computers</li> <li>To recognise the purpose and value of the internet in everyday life</li> <li>to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true</li> <li>know who can help if I feel pressured to do something I am not sure about and don’t like, and what to do.</li> </ul>
<p><b>Money and Work</b></p>	<ul style="list-style-type: none"> <li>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments – apple pay.</li> </ul>

<p>What money is; needs and wants; looking after money</p>	<ul style="list-style-type: none"> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>
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<b>MUSIC</b>		
Skills as a Musician	Substantive knowledge	Vocabulary
<p>I can perform a simple melody using voice.</p> <p>As part of a group, maintain an ostinato/drone with the voice and on instruments for the song Animal Fair.</p> <p>Sing in a simple round to the song 'Smile'</p> <p>Sing in tune within a limited pitch range up to an octave.</p> <p>Play simple rhythms.</p> <p>Perform and interpret a piece using simple notation.</p> <p>Composing</p> <p>Add an accompaniment to a poem using chime bars.</p> <p>Use simple pitch and rhythm patterns to develop a structure for a short piece to represent an animal played on chime bars and tuned percussion.</p> <p>Aural awareness</p> <p>Listen to Carnival of the Animals commenting on pitch (higher or lower), tempo(fast or slow), dynamics (loud or soft), mood and instruments heard.</p> <p>Evaluating</p>	<p>Performing</p> <p>Know and sing: The Animals went in two by two, ,I went to the Animal Fair, Hot Potato and Smile.</p> <p>Know what an ostinato is.</p> <p>Composing</p> <p>Know that tuned percussion has notes of different pitches.</p> <p>Know that instruments can be used to create different moods to represent animals (Carnival of the Animals)</p> <p>Know that music can be notated in different ways.</p> <p>Aural awareness</p> <p>Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</p> <p>Listen to Carnival of the Animals by Saint-Saen,</p>	<p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Conductor</p> <p>Percussion</p> <p>Ostinato Pulse</p> <p>Melody</p>

<p>Talk about own and peers' work and make simple suggestions for improvement.</p> <p>Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</p>		
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PHYSICAL EDUCATION		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>I can roll a ball over a distance I can use the correct amount of force to do this.</p> <p>I can use a racket, stick or bat to do this.</p> <p>I can roll a ball using my feet.</p> <p>I can pass a ball to a partner accurately.</p> <p>I can control the ball from my partner.</p> <p>I can send a ball to a target, hoop, net, person or spot with increasing accuracy.</p>	<p>I understand the link between body position and aim with throwing.</p> <p>I know the if I'm facing one direction then the object with probably go in that direction.</p> <p>I know that my force behind and object doesn't just come from my hand.</p> <p>I understand the link between body position and aim. I know that my force behind and object doesn't just come from my hand.</p> <p>I know what a target or net is and how best to aim for them.</p>	<p>Side of the foot</p> <p>Target</p> <p>Body</p> <p>Position</p> <p>Aim</p> <p>Direction</p> <p>Balance</p> <p>Wrist strength</p>