



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

'That they shall have life, life in all its fullness!' John 10:10
'Achieving great things through learning and growing together in a love-filled Christian family'

Year 2 - Spring 1 Curriculum Overview

English	Maths	Science
<p><u>Key Vocabulary</u> Interview, response, emotions, connectives, sequel, speech, dialogue, plausible</p> <p><u>Traction Man</u></p> <ul style="list-style-type: none"> Children will explore their new book and identify new vocabulary and define. Children will create their own interview; asking questions and writing responses as if they are Traction Man. Is written as if someone is talking Uses personal pronouns such as 'I', 'we', 'my', 'me' Talks about feelings and emotions 	<p><u>Key Vocabulary</u> Pounds, pence, repeated addition, mental methods, estimate, value, change, 2D, 3D, sides, vertices, faces.</p> <p><u>Key Learning</u> <u>Money</u> Children will learn to:</p> <ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p) Count in different denominations of money including pounds and pence. Count all forms of money including coins and notes. Be able to make the same amounts of money using different denominations. 	<p><u>Key Vocabulary</u> Materials, properties, practical, career, forces, pull, push, bend, carry, drag, seeds, bulbs, adaptations, survive, life cycle.</p> <p><u>Use of everyday materials</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> The uses and practicalities of everyday materials. To identify different properties of materials. Careers connected to materials such as: road designer, engineers etc. Forces such as: pulling, bending, squash, carry, drag, push.

- Use time conjunctions.
- Understand the chronology of events in the story using their previous knowledge of time conjunctions.
- Use their knowledge of characters' thoughts and feelings to write their own diary entry.

Diary Entry based on the Neil Armstrong's trip to the moon

- Children will create their own diary entry as if they were Neil Armstrong detailing their mission to the moon. Children will learn:
 - A diary is written in the past tense
 - Describes the places and what has happened
 - Is written as if someone is talking
 - Uses personal pronouns such as 'I', 'we', 'my', 'me'
 - Talks about feelings and emotions
 - Uses time conjunctions.

- Compare different amounts of money and no which is worth more and less.
- Perform various calculations involving money to solve problems they could encounter in real life.

Key Learning

Geometry

- Children will learn to describe the properties of 2D and 3D shapes in pictures and in real life.
- Children will learn to compare 2D and 3D shapes by saying what is the same and what is different about them. They will be able to do this for everyday objects (like cereal boxes and footballs).
- Children will be able to sort 2D and 3D shapes in a variety of ways.
- Children will be able to identify and draw a line of symmetry on a shape.

- Understand that materials can change shape depending on what forces they are subjected too.

Cultural Capital

- Explore how different materials are used to build the environment around them. Material hunt around school.
- To understand where materials come from and to identify the impact on the environment using different materials can have.

History	Art and Design	Religious Education (RE)
<p><u>Key Vocabulary</u> Explorers, society, technology, equipment, discovery, advancements, impact, time period, achievements, goals.</p> <p><u>Key Learning</u></p> <p><u>Internationally significant individuals</u> Children will learn:</p> <ul style="list-style-type: none"> - About Neil Armstrong, Christopher Columbus and Tim Peake and how they have shaped society with their achievements. - How the time period of these individuals impacted their achievements as explorers? - Use their achievements as a stimulus for creating a diary entry about Neil Armstrong's trip to the moon. <p>Cultural Capital</p>	<p><u>Key Vocabulary</u> Design, create, evaluate, skills, sawing, evaluate.</p> <p><u>Key Learning</u> <u>Textile Puppets</u></p> <ul style="list-style-type: none"> - Children will create their own textile puppet using a range of skills such as design and creation, cutting, sticking, sawing and evaluating on their designs to ensure that their puppet is most suitable to meet the objectives. 	<p><u>Key Vocabulary</u> Miracle, reveal, emotions, easter, symbols, festival.</p> <p><u>Key Learning</u> <u>Jesus friend to everyone</u></p> <p>Key questions:</p> <ul style="list-style-type: none"> - What is a miracle? - Why are these stories important? - Why did Jesus welcome everyone? - I wonder how it felt to meet Jesus? - What did Jesus want us to learn from his behaviour? - What do these stories reveal about Jesus?

<ul style="list-style-type: none"> - Trip to the heritage centre to understand and identify sources relating to the time period of the moon landing. 		
Physical Education (PE)	Personal, Social & Health Education (PSHE)	Music & French
<p><u>Key Vocabulary</u> Link movements, through travel, jumping, turning, stillness</p> <p><u>Gymnastics</u> Children will learn:</p> <ul style="list-style-type: none"> - To demonstrate jumping actions - Show travelling on their hands and feet - Create a sequence, rolling, jumping and travelling - To focus on a task and create a sequence using a variety of different skills. <p><u>Striking and Fielding Games</u> <u>Children will learn:</u></p> <ul style="list-style-type: none"> - A variety of invasion games 	<p><u>Key Vocabulary</u> Rules and laws, safety, trust, friendship, choices, environment, citizenship, Responsibility and Caring</p> <p><u>Rights and Respect?</u> <u>Children will learn:</u></p> <p>Different examples of things that help me to be settled and calm in the classroom.</p> <p>To use discussed strategies in the classroom in order to help with their learning.</p>	<p><u>Key Vocabulary</u> Le chat, le chien, le poisson, le cheval, le lapin, la souris, l'oiseau, l'éléphant, le pingouin, rouge, jaune, bleu, orange, rose, vert, violet, marron, noir, blanc, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p><u>Key Learning</u> Pupils will learn the names of some animals and identify colour. They will play games such as memory and bingo to practise these words and reinforce their learning. They will also begin to combine the use of animals, numbers and colours.</p>

<ul style="list-style-type: none"> - Understanding tactics within an particular invasion game - How to strike a ball using a bat - How to bowl properly and fairley - Rules within different invasion games - How to be competitive and work within a team to win games. <p><u>Cultural Capital</u></p> <ul style="list-style-type: none"> - Invasion games outside the school grounds - Competitions and events outside school. 	<p>To see how they can help other people to understand what they can do to help them settle in the classroom.</p> <p>How to stay safe in different environments from home to school to online.</p> <p>To understand how respect can go further than being kind to people and that there are other forms of respect. Such as taking responsibility of their environment and understanding they can make a difference.</p>	
Reminders & Homework		
<ul style="list-style-type: none"> - PE days are on Wednesday and Friday. - Children with long hair must have it tied up. - All medication, including balms must be sent to the office. Children are not allowed to administer the use of these by themselves. - Children are expected to read a minimum of three times a week to support their developing phonic knowledge. 		

- It will be beneficial for the children to practise their 2s, 5s and 10 times tables at home.
- Spellings records have been given out to all parents and all spellings have to be evidenced within the spelling book each week.