

**Year group: 2 Term: Spring 1**

**Focus Subject: Design and Technology**

**Key Vocabulary:**

Fruit and vegetable names, soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria.

**Relationships and Health Education:**

Children will learn that:

- We are created individually by God
- God wants us to talk to Him often through the day and treat Him as our best friend
- God has created us, His children, to know, love and serve Him
- We are created as a unity of body, mind and spirit: who we are matters and what we do matters
- We can give thanks to God in different ways

**RE: as theologians, we will:**

**Knowledge and Understanding learning about:**

- Recognise some religious stories
- Retell, in any form, a narrative that corresponds to the scripture source used
- Recognise that people act in a particular way because of their beliefs
- Describe some of the actions and choices of believers that arise because of their belief
- Recognise some religious signs and symbols used in worship
- Describe some religious symbols and the steps involved in religious actions and worship

**Engagement and response learning from:**

- Say what they wonder about
- Ask wondering questions
- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings



**PE: As athletes, we will:**

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending

**Geography: As geographers, we will:**

How many people live on the planet. Where people are distributed globally. Which continents have the biggest populations. People live in settlements. What the differences are between villages, towns and cities. Increasing numbers of people live in cities. What makes a good location for a settlement. What makes a bad location for a settlement. What the ideal location for a settlement might be. How early settlements were different to settlements today. How settlements vary in shape. How settlements have patterns. What land uses are found in a city. What the purpose of these different land uses are. Where do people live across the globe? How life is different for people living in cities and villages. Review the physical and human features in a settlement. Identify features of the settlement where the pupil lives.

**BIG Question: What makes a healthy meal?**

**Computing: As programmers, we will**

This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

**Practise at Home:**

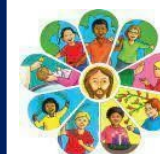
- Timetables Rockstars
- IXL
- Spelling Shed – weekly spellings
- Daily reading

**As Musicians, we will:**

In this unit, we ask 'How Does Music Make the World a Better Place?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.

**Science: As scientists, we will:**

- Common materials and their properties.
- Matching materials to uses based on their properties
- Examples of solid objects Squashing, bending, twisting, stretching
- Testing different materials
- Testing the elasticity of different fabrics
- Testing whether a variety of materials used are absorbent
- Examples of raw vs synthetic materials (Natural vs manmade)
- Sorting materials based on their properties
- Comparing the properties of raw vs synthetic materials
- Examples of material scientists



**Maths: As mathematicians, we will**

**Unit 5**

Within this unit, children will gain a solid grounding in equal groups and what this means, as well as how to recognise any groups that are not equal. This is the first big idea relating to multiplication and it is essential knowledge before moving through the rest of the lessons. Children will be introduced to arrays as a representation of multiplication, which will help highlight the commutative properties of multiplication. Throughout this unit, repeated addition sentences will appear alongside multiplication sentences so that children have a reference to help them understand what  $\times$  means in context

**Unit 6**

Within this unit, children will also make the link between division and multiplication facts. They will be asked to match a multiplication sentence to the inverse division sentence, and to work out missing numbers based on facts from one of the operations.

**Unit 10**

This unit introduces fractions for the first time. It builds on children's knowledge of equal parts, which they have come across in previous units about multiplication and division. This unit also exposes children to equal parts in a range of contexts, including shape, numbers, measurements and money. Within this unit, children will be introduced to fraction specific key language such as numerator and denominator and will be able to explain what each word means in context.



**Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:**

Local area – identifying human and physical features

**DT: As designers, we will:**

Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment what they like and dislike about products make simple judgements about their products and ideas against design criteria. What products are for, who products are for and use simple design criteria to help develop their ideas. Select from a range of tools and equipment, explaining their choices. Follow procedures for safety and hygiene. Use a range of materials and components, including food ingredients and measure, cut and assemble and combine materials and components. Say whether they are for themselves or other users. Use knowledge of existing products to come up with ideas and develop and communicate ideas by talking and drawing.



**English: As readers and writers, we will:**

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing poetry
  - writing for different purposes - information books/instructions
  - consider what they are going to write before beginning by:
    - planning or saying out loud what they are going to write about
    - writing down ideas and/or key words, including new vocabulary
    - encapsulating what they want to say, sentence by sentence
    - make simple additions, revisions and corrections to their own writing by:
      - evaluating their writing with the teacher and other pupils
      - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
      - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
      - read aloud what they have written with appropriate intonation to make the meaning clear

**Art: As artists, we will:**

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.