

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

**Focus Subject: History**

**Key Vocabulary:**

absolute monarchy, Anglo-Saxon, anointing, Archbishop of Canterbury, armed forces, attack, bailey, battle, battlements, Bayeux Tapestry, ceremony, concentric castle, constitutional monarchy, conquer

**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:**

**Know that the church teaches**

John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. Baptism is a sign of forgiveness.

- That when people make bad choices (sin), they turn away from God. Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people.

- Jesus' miracles are signs that show he is the promised one (Messiah).
- Jesus' parables are simple comparisons that invite people to know more about God.
- Jesus brings healing in different ways.

The importance of saying sorry to God and to others.

- The importance of showing you are sorry, for example, through practical Acts of Penance.



**BIG Question: What is a monarch and what do they do?**

**Computing: As programmers, we will**

Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

**Practise at Home:**

- Timetables Rockstars
- Maths Flex
- Spelling Shed – weekly spellings
- Daily reading



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

Visit to a local castle / Dress like a Queen or King for the day

**As Musicians, we will:**

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.

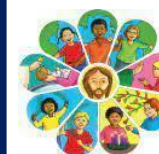
**Science: As scientists, we will:**

New Life-

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- All animals grow and change from birth to being an adult
- The journey of an animal from beginning until it is fully grown is called its life cycle

**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 their products are for themselves or other users. Use knowledge of existing products to help come up with ideas and develop and communicate ideas by talking and drawing.



**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

**Maths: As mathematicians, we will**

**Unit 5 – Money**

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 – Multiplication and Division**

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 7 – Multiplication and division**

This unit focuses on two methods of division (grouping and sharing), and how to calculate using these two different strategies. Children will be introduced to the division sign ( $\div$ ). Children will learn the importance of equal groups when dividing, and how to distinguish between the number of equal groups and the number in one group. Children will be introduced to the bar model to represent both grouping and sharing problems.

**History: As historians, we will:**

Recall that a monarch is a king or queen. Explain that recent monarchs in the UK do not have the power to make decisions alone. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Explain the use of special objects in the coronation. Use sources to explain how William the Conqueror became King of England. Know that monarchs in the past had all the power to make decisions. Explain how William the Conqueror kept order and conquered England. Identify the two different types of castle built by the Normans. Compare the similarities and differences between Norman castles. Identify features of Norman castles. Explain how castles have changed over time. Recognise that we still have castles today. Sequence castles on a timeline. Describe characteristics of the monarchy in the past. Identify that the monarchy has changed over time. Make comparisons between past and present monarchy.

**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]

Half term overview		St. Mary's Catholic Primary				
Term: Year 2 – Spring Term 1						
Focus: Geography Teacher: Lesley McNulty						
Dates	W/C 6 <sup>th</sup> January	W/C 13 <sup>th</sup> January	W/C 20 <sup>th</sup> January	W/C 27 <sup>th</sup> January	W/C 3 <sup>rd</sup> February	W/C 10 <sup>th</sup> February
Events	Friday 10 <sup>th</sup> January – RWI development day				English Hub Visit VB Out all day	
English	Narrative – Lubna and the Pebble (Quest/Journey Genre)  LISTEN AND IMITATE	Narrative – Lubna and the Pebble (Quest/Journey Genre)  EXPLORE – short burst writing grammar	Narrative – Lubna and the Pebble (Quest/Journey Genre)  INNOVATE week	Narrative – Lubna and the Pebble (Quest/Journey Genre)  INVENT week	Non-Fiction  Letter writing	Poetry
Maths	<b>Power Maths Unit 5 – Money</b> <ul style="list-style-type: none"> <li>Count money pence</li> <li>Count money – pounds (notes and coins)</li> <li>Count money pounds and pence</li> <li>Choose notes and coins</li> <li>Make the same amount</li> </ul>	<b>Power Maths Unit 5 – Money</b> <ul style="list-style-type: none"> <li>Compare amounts of money</li> <li>Calculate with money</li> <li>Make £1.00</li> <li>Find Change</li> <li>Two-Step Problems</li> </ul>	<b>Power Maths – Unit 6 (Multiplication and division 1)</b> <ul style="list-style-type: none"> <li>Recognise equal groups</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>The x sign</li> <li>Multiplication sentences</li> </ul>	<b>Power Maths – Unit 6 (Multiplication and division 1)</b> <ul style="list-style-type: none"> <li>Use arrays</li> <li>Make equal groups – grouping</li> <li>Make equal groups – sharing</li> <li>End of unit assessment</li> <li>Strengthening and deepening</li> </ul>	<b>Power Maths – Unit 7 (Multiplication and division 2)</b> <ul style="list-style-type: none"> <li>2 times-table</li> <li>Divide by 2</li> <li>Double and halve</li> <li>Odd and even numbers</li> <li>10 times-table</li> </ul>	<b>Power Maths – Unit 7 (Multiplication and division 2)</b> <ul style="list-style-type: none"> <li>Divide by 10</li> <li>5 times-table</li> <li>Divide by 5</li> <li>Bar modelling – grouping</li> <li>Bar modelling – sharing</li> <li>End of unit assessment</li> <li>Strengthening and deepening</li> </ul>
Science	<u>Young animals</u> LO: to match animal offspring with their parent. <a href="https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/young-animals">https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/young-animals</a>	<u>Growing up</u> LO: to group and order different stages of an animal's growth. <a href="https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/growing-up">https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/growing-up</a>	<u>Animal life cycles</u> LO: to make observations and describe how an animal grows and changes in its life cycle. <a href="https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/animal-life-cycles">https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/animal-life-cycles</a>	<u>Changes in animal life cycles</u> LO: to record the life cycle of an animal. <a href="https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/changes-in-animal-life-cycles">https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/changes-in-animal-life-cycles</a>	<u>The basic needs of animals</u> LO: to describe what animals need to stay alive. <a href="https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/the-basic-needs-of-animals">https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/the-basic-needs-of-animals</a>	Consolidate and Showcase
RE	Learning Focus 1 – The preaching of John the Baptist	Learning focus 2 Jesus is baptised & Temptation in the Wilderness and Jesus begins to preach.	Learning Focus 3 – The cure of a paralytic.	Learning Focus 4 – The choice of the twelve.	Learning Focus 5 - Calming of the storm.	Learning Focus 6 – The parable of the lost sheep.

<b>Music</b>	<b>Exploring Feelings Through Music</b>  Unit 3: How Does Music Make the World a Better Place?  Step 1 – Rainbows (Step 1)	<b>Exploring Feelings Through Music</b>  Unit 3: How Does Music Make the World a Better Place?  Step 2 – Rainbows (Step 2)	<b>Exploring Feelings Through Music</b>  Unit 3: How Does Music Make the World a Better Place?  Step 3 – Hands, feet, heart (Step 1)	<b>Exploring Feelings Through Music</b>  Unit 3: How Does Music Make the World a Better Place?  Step 4 – Hands, feet, heart (Step 2)	<b>Exploring Feelings Through Music</b>  Unit 3: How Does Music Make the World a Better Place?  Step 5 – all around the world	<b>Exploring Feelings Through Music</b>  Unit 3: How Does Music Make the World a Better Place?  Step 6 – assessment checkpoint
<b>DT</b>	<b>Introduction: exploring delicious fruits and vegetables</b>  <a href="https://classroom.thenational.academy/lessons/introduction-exploring-delicious-fruits-and-vegetables-crvk4t">https://classroom.thenational.academy/lessons/introduction-exploring-delicious-fruits-and-vegetables-crvk4t</a>	<b>Developing ideas for a fruit salad</b>  <a href="https://classroom.thenational.academy/lessons/developing-ideas-for-a-fruit-salad-6wvk2t">https://classroom.thenational.academy/lessons/developing-ideas-for-a-fruit-salad-6wvk2t</a>	<b>Making a fruit salad</b>  <a href="https://classroom.thenational.academy/lessons/making-a-fruit-salad-60t3jd">https://classroom.thenational.academy/lessons/making-a-fruit-salad-60t3jd</a>	<b>Planning how to make a savoury salad</b>  <a href="https://classroom.thenational.academy/lessons/planning-how-to-make-a-savoury-salad-6cu36t">https://classroom.thenational.academy/lessons/planning-how-to-make-a-savoury-salad-6cu36t</a>	<b>Designing and making a savoury salad</b>  <a href="https://classroom.thenational.academy/lessons/designing-and-making-a-savoury-salad-6hhkad">https://classroom.thenational.academy/lessons/designing-and-making-a-savoury-salad-6hhkad</a>	
<b>PE</b>	<b>Monday – Gymnastics (directions and pathways)</b>  Can you move in different directions in straight lines with control and body tension? Can you recognise the importance of warming up and stretching?	<b>Monday – Gymnastics (directions and pathways)</b>  Can you move in different directions using curved pathways on the floor and apparatus with neatness and control?	<b>Monday – Gymnastics (directions and pathways)</b>  Can you jump along different pathways on the floor and apparatus showing good body tension? Can you recognise good jumps and suggest improvements for others?	<b>Monday – Gymnastics (directions and pathways)</b>  Can you link different pathways together neatly? Can you jump with a turn?	<b>Monday – Gymnastics (directions and pathways)</b>  Can you create a sequence, as detailed in the pupil challenge?	<b>Monday – Gymnastics (directions and pathways)</b>  Can you evaluate your sequence from last week for improvement to the next level and to practise for performance?
<b>ICT</b>	<b>What is IT?</b>  Learners will develop their understanding of what information technology (IT) is. They will identify devices that are computers and consider how IT can help them both at school and beyond.	<b>IT in School</b>  Learners will consider common uses of information technology in a context that they are familiar with. They will identify examples of IT and be able to explain the purpose of different examples of IT in the school setting.	<b>IT in the World</b>  Learners will begin to explore IT in environments beyond school, including home and familiar places such as shops. They will talk about the uses of IT in these environments and be able to explain that IT is used in many workplaces.	<b>The Benefits of IT</b>  Learners will explore the benefits of using IT in the wider world. They will focus on the use of IT in a shop and how devices can work together. Learners will sort activities based on whether they use IT or not and will be able to say why we use IT.	<b>Using IT Safely</b>  Learners will consider how they use different forms of information technology safely, in a range of different environments. They will list different uses of IT and talk about the different rules that might be associated with using them. Learners will then say how rules can help keep them safe when using IT.	<b>Using IT in different ways</b>  Learners will think about the choices that are made when using information technology, and the responsibility associated with those choices. They will use IT in different types of activities and explain that sometimes they will need to use IT in different ways.
<b>History</b>	<b>What is a monarch?</b>  To describe what a monarch is	<b>Who is our monarch today?</b>  To explain why coronations, take place.	<b>How did William the Conqueror become King of England?</b>  To explain how William the Conqueror became King of England.	<b>How did William the Conqueror rule?</b>  To identify how William the Conqueror built castles while ruling England	<b>How did castles change?</b>  To identify features of a castle that would be effective when defending against attacks.	<b>What was a monarch in the past?</b>  To suggest what a monarch was like in the past.

PSHE/ RSE	<b>Life to the Full – Key Stage 2 – Module 1 Unit 2</b>					
<a href="https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_my-body-my-health/s-1/i-am-unique/">https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_my-body-my-health/s-1/i-am-unique/</a>	<a href="https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_my-body-my-health/s-2/girls-and-boys/">https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_my-body-my-health/s-2/girls-and-boys/</a>	<a href="https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_my-body-my-health/s-3/clean-and-healthy-my-body/">https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_my-body-my-health/s-3/clean-and-healthy-my-body/</a>				