








Year Two - Spring One Curriculum Intent

Antarctica and Africa



Walter Values

 Respect	<p>In RE we are learning how to be respectful of different people's faiths and cultures.</p>
 Empathy	<p>In RE and History we are learning that it is important for people to be treated fairly and equally. Also, to treat people how we would like to be treated.</p>
 Kindness	<p>In History we learning how Nelson Mandela showed kindness even through adversity.</p>
 Honesty	<p>In PSRHE we are learning about how important it is to be self-reflective and honest about ourselves.</p>
 Resilience	<p>In History and Geography we are learning how resilient Captain Scott and his team were during their expedition to the South Pole.</p>

Intended Additional English Coverage





<p>Penguins Making penguin fact files Retelling Lost and Found by Oliver Jeffers Writing with coherence and composing different sentence types.</p>
<p>African Traditional Tales - The Greedy Zebra Writing narratives with different sentence types Writing tales from other cultures Using adverbs in our writing</p>
<p>Nelson Mandela Composing question sentences - researching famous people Composing different sentence types Publishing multimodal texts using images and pictures</p>
<p>Burger Boy Independent Writing Task</p>

Intended Additional Mathematics Coverage















<p>Multiplication and Division Moving on from arrays Using our fingers and counting patterns to multiply and divide Multiplication is commutative (can be done either way) and division is not Using the RUCSAC strategy to solve word problems</p>
<p>Measures, Mass, Length, Time and Scale Reading scales of 1, 2, 5 and 10 Estimating, Measuring and comparing lengths in centimetres and metres Reading time in 15 mins intervals - moving onto 5mins intervals for greater depth Measuring the mass of objects in grams and kilograms</p>
<p>Statistics Reading, making and comparing tallies, block graphs and bar graphs</p>
<p>Revisiting Fractions Finding halves, quarters and thirds of numbers Solving problems involving fractions</p>







PSRHE and RE

<p>Jigsaw PSRHE</p> 	<p>Discovery RE</p> 
<p>Dreams and Goals Goals to success My learning strengths Learning and working with Others Celebrating Success</p>	<p>Islam – Prayer at Home Does praying at regular intervals help a Muslim in his/her everyday life?</p>













Subject Key

English 	Maths 	Science 	PE 	PSRHE 	Computing 
RE 	History 	Geography 	Art 	Music 	DT 

Subject Connectors

Subject	Connector
	As gymnasts we are learning to move with good control, coordination and balance.
	As geographers we are comparing hot and cold areas of the world.
	As artists we are mixing colours to make different shades and hues.
	As historians we are researching significant people from the past.
	As musicians we are listening to and responding to music.
	As learners we are exploring how we learn best and how to achieve.

Skills and Knowledge

Subject	Skills and Knowledge	Curriculum Coverage
<p style="text-align: center;">PE</p> 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Making shapes with our bodies • Performing various jumps and rolls with coordination and balance • Putting together a sequence of shapes and movements using balance and coordination 	
<p style="text-align: center;">Geography</p> 	<p>Investigating Antarctica and Africa</p> <ul style="list-style-type: none"> • Let's say enquiry - planning an expedition to Antarctica and Africa. <ul style="list-style-type: none"> ○ What equipment will we need? ○ What clothes would we wear? ○ What will we do when we get there? ○ What accommodation will we stay in? ○ What will we eat and drink? • Making geographical comparisons with Antarctica, Africa and the UK. • Exploring the differences and similarities with Antarctica and Africa. • Looking at artefacts from Africa. • Learning that Africa is a continent; with a diverse mix of countries and cultures. 	
<p style="text-align: center;">Art</p> 	<p>Mixing Colours</p> <ul style="list-style-type: none"> • Mixing blue, black and white (cold colours) to make an Antarctic scene. • Mixing red, yellow and orange (warm colours) to make an African silhouette picture. 	
<p style="text-align: center;">History</p> 	<p>Captain Scott and Nelson Mandela</p> <ul style="list-style-type: none"> • Researching significant famous people from the past that relate to our Walter Values. • Children to make fact files based on famous and significant people from the past. 	
<p style="text-align: center;">Music</p> 	<p>Listening to and responding to music</p> <ul style="list-style-type: none"> • Listening to performed music. • Discussing how music makes us feel. • Composing and performing music. 	
<p style="text-align: center;">Computing</p> 	<p>ROBOT e-safety</p> <ul style="list-style-type: none"> • Identify trusted adults and who to go to if things go wrong. • The important of remaining anonymous online and having the right to block. • Communicating and being respectful online - showing good netiquette. • Appropriate photographs and videos of ourselves and others. • Game ratings. 	

Subject Concepts

