

Programmes of Study

Year 2 Willow 'I am one with the world'

Spring Term 1

Unit title: Celebrating Cultures: A topic unit exploring traditional fairy tales and folktales. Including fables/tales relevant to the cultures of our Class.

Literacy Genres: The structure and style of traditional tales 'Once upon a time'. Rhyming couplets.

Morning verse: 'The sun with loving light'

Reading Enhancements: *The Jolly Postman*- Allan Ahlberg, *The Ladybird Tales of Adventurous Girls*, *Once Upon a Time Map Book* BG Hennessy

Literacy

Chatsworth Global:
folktales from different cultures

Grammar
To use capital letters for the personal pronoun "I", for names and for the first word in a sentence.
To end a sentence with a full stop.

Writing purpose
Writing to entertain:
Stories (Including re-telling & traditional tales)
Descriptions
Poetry
In character role

Writing to inform:
Labels, Captions, Lists
Recount – First-hand experience
Instructions – First-hand experience
NCR – Information Leaflet

Maths

Recognise and name 3-D shapes (e.g. cuboids, including cubes, pyramids and spheres).

Reinforcement of number knowledge
Count to and from 100, reading and writing numbers
Can identify one more than or one less than a given number
Can place all numbers on a number line correctly

Use language of ordering e.g. first, second, third

Number bonds and related subtraction facts within 10, in several forms e.g. $3 + 4 = 7$; $4 = 7 - 3$;

Add and subtract one-digit and two-digit numbers to 20 ($9 + 9$, $18 - 9$), including zero from materials

Art

Chatsworth Health and Wellbeing:

- Explore and investigate how Andy Goldsworthy created natural material images in relation to seasons
- Explore space and shapes through land sculpture
- Clay sculpture to explore form and structure; a fairy tale character.

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Use natural materials to build a seasonal sculpture in the park in the style of Andy Goldsworth


Humanities

Chatsworth

- Exploring stories of the past, present and future.
- Place events into sequential order from past-present
- Give plausible explanations about objects from the past and their uses
- Historical stories and their importance
- Exploring the history of oral language handed down through generations

(A study of *Mary Seacole* and *Florence Nightingale*)

Geography

<p>connection with nature and imagination</p>	<p>Form Drawing- Running forms</p> <p>Watercolour – sponging off</p>	<p>Global: world geography</p>	<ul style="list-style-type: none"> • Locational knowledge • Name and locate the world’s seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
<p>Relationships and Health</p>  <p>Chatsworth Health and Wellbeing: emotional health</p>	<p>RELATIONSHIPS using the fairytales to explore questions to relationship, dynamics and morals.</p> <p>Who are our friends? Emotional Health Children will learn:</p> <ul style="list-style-type: none"> • about different types of friends, including grown-ups • the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises • the importance of respecting others’ privacy <p>Children should:</p> <ul style="list-style-type: none"> • be able to talk about good and not so good feelings • be able to talk about friends • begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings 	<p>Forest School</p>	<p>We love mud! Creatures within it, what is it composed of, why is it important? How do we show our respect for, say, earthworms? Mud shakes and earth cakes.</p> <p>Ice sculptures with frozen winter leaves and flowers</p> <p>Brigid crosses, simple weaving, story of Brigid.</p> <p>Spring fires celebrating Imbolc (1st Feb)</p>
<p>Design and technology / Woodwork</p>	<p>Important food related history.</p> <p>What is Ramadan? Significance of dates, apples and eggs</p> <p>What is Shrove Tuesday? Pancakes and Christian fasting</p> <p>Woodwork- Making a vehicle with a purpose</p> <p>Handwork: blown eggs with cut outs</p>	<p>Science</p>	<p>Change and Cycles</p> <ul style="list-style-type: none"> • Day and night cycles (routines) • Introduction to length of a day and how it varies • The four seasons, how they occur, observed changes and the cycles of life • Order and name the days of the week and months of the year; recognise and name the seasons
<p>Religious Studies</p>	<p>ISLAM- BELONGING</p> <ul style="list-style-type: none"> • Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives • Understand the importance of the mosque as a place of corporate worship, the role of the Imam, about the importance of daily prayer and the use of prayer mats. • Know about the importance of family and respect in the home. Learn about the birth of a child as a blessing (Barakah). 	<p>PE</p>	<p>ATHLETICS Can apply variety of speeds for different running lengths. Can perform jumps with standing and running take off. Can send different objects to gain distance, accuracy and improve performance.</p> <p>SPORTSMANSHIP & INVASION Send a ball for a team member to receive and travel into another space to make forward progress. Participate and co-operate in small, sided games against an opponent with rule understanding. Receive a ball and incorporate</p>

- Find out about Islam in the local area.
- Identify what matters to them and others including religious viewpoints, reflect on their own experiences, communicate their responses and value to opinions of others.

Develop and show respect for others views, religious and cultural background

sending to a team member or shoot at a target. Practice attacking and defending

French

Night and day in French
 French Seasons
 Days of the week
 Singing French Songs and rhymes
 To learn food items in French
 To describe food types using colours
 To express preferences about food types
 To learn about mealtimes in French

Music

-Recognise aurally changes in tempo in a song or instrumental piece.
 -Identify and mark the steady pulse in songs and other pieces (e.g. recorded extracts).
 -Set changes in pulse with increasing awareness and control using familiar songs.

Trips and or events

Visit a Mosque