

YEAR: 2 TERM: Spring 2 TOPIC: Pole to Pole		 SIR ROBERT GEFFERY'S SCHOOL <i>A School for Enthusiasts</i>	<i>Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.</i>	
<p>RE INTENT</p> <p>To be able to recognize and explain core Jewish beliefs about God through the study of the Shema and sacred stories. There will also be a focus on the Easter story.</p> <p>LQ: Can I recognise what Jewish people believe about God?</p> <p>LQ: Can I retell a Jewish story and say what it teaches?</p> <p>LQ: Can I describe how Jewish people celebrate Shabbat?</p> <p>LQ: Can I explain how Jewish people remember God?</p> <p>LQ: Can I retell the Easter story and say why it matters?</p> <p>LQ: Can I make personal connections by reflecting? - Mirror - How do i feel and how can i use reflecting?</p> <p>IMPACT</p> <p>Year 2 learners will be able to explain the importance of the Shema, link Jewish stories to specific beliefs about God, and describe how religious objects and practices (such as the Mezuzah and Shabbat) connect belief to action. They will further demonstrate an understanding of the Easter story as a "rescue plan" and make thoughtful personal connections between religious reflection and their own values of gratitude and stillness.</p>	<p>SCIENCE INTENT</p> <p>To be able to identify key adaptations and the role animals play within their food chain and habitat.</p> <p>Can I explore nocturnal animals by making comparisons between those and other animals I know?</p> <p>Can I explore how animals move, making links to adaptations and their habitats?</p> <p>Can I identify the differences between a producer and consumer?</p> <p>Can I construct a simple food chain by making links?</p> <p>Can I construct a food web for an ecosystem and consider impacts of changes to the ecosystem by collaborating? - wow moment considering how everything is connected together and working together</p> <p>IMPACT</p> <p>Year 2 scientists will be able to identify key adaptations within animals, including changes in behaviour and link them to their uses. Children will be able to apply their knowledge of what a habitat is to not only global but also local knowledge. Children will be able to link a simple food chain and consider the effect of changes to this. Year 2 scientists will understand together the effect of changes on a wider ecosystem.</p>	<p>MUSIC INTENT</p> <p>To be able to understand how music can be used to tell a story and helps to connect communities whilst exploring key elements of music.</p> <p>Can I continue to develop my instrumental practice learning a 4 note melody?</p> <p>Can I develop my improvisation to a pop track?</p> <p>Can I understand how questions and answers work within a song?</p> <p>Can I create a short melody in a group using 3 notes, applying my questions and answers?</p> <p>Can I describe the use of lyrics within a song by looking forwards and backwards?</p> <p>Revise and revisit a chosen song for performance. Applying improvisation skills developed.</p> <p>IMPACT</p> <p>Year 2 Musicians will be able to develop their reflective feedback on instrumental practice in small groups. They will be able to develop their improvisation skills. They will be able to understand the melodic relationship between a question and answer within a song. They will then be able to extend their thinking around how lyrics are used and the meaning they give to songs.</p>	<p>PHSE INTENT</p> <p>To be able to understand how to keep my body healthy, considering food, medicines and the mind.</p> <p>Can I know what I need to keep my body healthy?</p> <p>Can I show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed? - Mirror - How can I make a moment of calm?</p> <p>Can I understand how medicines work in my body and how important it is to use them safely?</p> <p>Can I sort foods into the correct food groups and know which foods my body needs every day to keep me healthy?</p> <p>Can I make some healthy snacks and explain why they are good for my body?</p> <p>Can I decide which foods to eat to give my body energy?</p> <p>IMPACT</p> <p>Year 2 children will be able to identify what is required to keep our bodies healthy. Children will be able to understand where foods sit within their food groups and the effects of eating them. They will have the tools to make healthy choices within their diet and m and the opportunity to develop ways of making 'healthy snacks'. Children will understand the use of medicines and how they are used safely.</p>	<p>Computing INTENT</p> <p>To be able to record data and represent the information in different ways.</p> <p>Can I record data in a tally chart?</p> <p>Can I use a computer to view data in a different format?</p> <p>Can I use a tally chart to create a pictogram?</p> <p>Can I tally objects using a common attribute?</p> <p>Can I create a pictogram and draw conclusions from it?</p> <p>Can I use a computer program to present information in different ways?</p> <p>IMPACT</p> <p>Year 2 computer scientists will be able to make tally charts. They will be able to input this data into a computer and view it in a different format. They will develop an understanding of what a pictogram is and consider how they could organise information into one of these.</p>

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Art



Art was covered in the autumn and first part of spring. It will be revisited in the summer term.

PE

INTENT

To develop pupils' control, coordination, and teamwork through games that build passing, receiving, and movement skills, enabling them to use space effectively, apply simple tactics, and make decisions that support team play.

Lesson 1: How can I move into space to make it easier for my team to keep the ball?

Lesson 2: How can I use different ways to pass, receive, and travel with the ball accurately and under control?

Lesson 3: How can I work as part of a team to attack or defend space effectively?

Lesson 4: How can I use simple tactics to help my team keep possession or score points?

Lesson 5: How can I make decisions during a game to help my team succeed?

Lesson 6: How can I evaluate my performance and suggest ways to improve as a team player?

IMPACT

Pupils will demonstrate improved accuracy and control when passing, receiving, and travelling with a ball, while working cooperatively to attack and defend space. They will begin to apply simple tactics, make purposeful decisions during gameplay, and reflect on their performance to identify strengths and areas for improvement as team players.

Geography

INTENT

To understand what life would be like in the south pole, using maps, research and comparison.

LQ: Can I study the South Pole and identify geographical and factual features on a map?

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LQ: Can I find out about life on the South Pole?

LQ: Can I write a postcard to a Year 1 child, describing my time on the South Pole?

LQ: Can I use my knowledge of the poles to answer the BIG QUESTION
'Why can't a meerkat live in the North Pole?'

IMPACT

Year 2 Geographers will be able to use their *investigation* skills to notice geographical features on a map. They will use their critical thinking skills to *compare* different locations. Children will build their knowledge of life in the south pole and use *questioning* to expand their ideas. Children will then be able to *reflect* on their learning to answer a big question.

History



History was covered in the autumn term and will be revisited in the summer term.

DT

INTENT

To create a batik tile inspired by the south pole, in the style of Jacky Innes.

LQ: Can I explore an artist's work and practice colour mixing with water colour paints?

LQ: Can I explore the ways in which wax resists paint?

LQ: Can I design my batik tile, making links to Jacky Innes? - Window - can I recognise the wonder of patterns in nature?

LQ: Can I use my design to create my batik tile?

LQ: Can I evaluate upon my own work and the work of others, using thinking hats?

IMPACT

Year 2 designers will continue to develop their colour mixing skills. They will develop an understanding of how wax integrate with colour on textile. They will develop an understanding of Innes' work, considering their inspiration and how they create their work. Children will then evaluate their work considering its links to a success criteria.