

Year 2 Curriculum – Spring 1 2025

“Caring for Ourselves and Our World, Valuing Our Education and Our Rights”

Unit Name: Fairness for All

Learning Mission: Develop understanding for fairness and equality

UN Right Article 12: The right to give your opinion, and for it to be taken seriously



In **English**, the children will devise a piece of writing in the style of a recount with the purpose of retelling events. Our pupils will produce an engaging recount based on the fictional core text, *'Robin Hood'*. Children will then study a non-fiction text linked to an informative book about *'Pirates'*. This non-fiction text will enable pupils to discover a range of interesting facts about the daily life of pirates in the past. These facts will be applied to a piece of factual writing in the style of a non-chronological report about pirate jobs and life on a pirate ship!

In **Maths**, the children will read, interpret, analyse and construct picture graphs. They will look at addition and subtraction word problems, being given the opportunity to choose their approach. In addition, children will explore bar modelling further to add more exposure to this strategy. Revisiting Addition & Subtraction, Multiplication & Division of 2, 5 and 10 is an on-going process for children to continually practise. Children will revisit writing and counting money, as well as representing money using £ and p. Children will learn to show equal amounts of money and how to exchange money. They will use bar modelling to calculate the total amount of money spent and then working out how much change is required from amounts below £100.

In RE, children will explore the question, *Why did Jesus tell special stories?* They will learn to retell a Christian story and explain key beliefs held by Christians. Pupils will also develop an understanding of Jesus' teachings, describe lessons believers might draw from religious stories or sacred texts, and consider how these teachings can be applied to everyday life.

In **Science**, the children will be learning about everyday materials and their properties. By comparing materials, students will begin to understand why certain materials are best for specific jobs—like using fabric for clothing because it is soft and breathable, or metal for building because it is durable and hard. It will be a fun way for students to see how the world around them is made up of different materials, each with its own special qualities!

Hook: Visit to Women's Museum, Barking

Beautiful Outcome: Performance/Exhibition: The Barking of my Dreams

In **Personal, Social and Health Education**, the children will learn to recognise that not everyone feels the same way at the same time or about the same things. For example, they will understand that someone else's "big feelings" may be different from their own. They will explore different ways to manage their emotions, including how to calm themselves down and improve their mood when they don't feel good.

In **Art and Design**, the children will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will learn 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. Children will use a range of materials creatively to design and make products.

In **History**, the children will gain an insight about the rights of women in the past. They will closely study a range of sources to develop their observational skills, as well as develop an understanding of the role of women in society. Pupils will investigate how the role of women changed throughout history and the way of life of those who lived in the local area or elsewhere in Britain.

In **Music**, children will explore the question, *How does music make the world a better place?* They will demonstrate their understanding by creating and presenting their own musical story by moving confidently to a steady beat. They will also begin to talk about where music might fit into the world and talk about the style of a piece of music.

PE: gymnastics- developing balance, agility and co-ordination Roll over, various jumps

They will work on their own or with a partner, when performing a sequence of actions.

They will also begin to select simple actions develop sequences that follow a criteria. They will copy, remember, explore and repeat simple actions with varying speed and level