



Windmill Hill Primary School

Spring Term 2024 Curriculum Plan

Year 2

English	<p>The children will be re-assessed and in the first couple of weeks our phonics lessons will be focused on filling any knowledge gaps. Then, we will be moving onto Year 2 spelling rules and patterns. Throughout the term, we will be assessing the children's phonics knowledge and continue to set books for children to read at home and in school that are accessible to their individual learning needs.</p> <p>In KS1, we are featuring a 'Super Six' focus to reading. We have identified six reading books covering various themes (a quality text, rhyming/repeated refrains, celebrating diversity, a traditional tale, well-being and growth mindset and a favourite story). We will use these to inspire a love for reading and to link in with other aspects of the curriculum.</p> <p>Our 'Read to Write' narrative this half term is, 'The Bog Baby by Jeanne Willis'. During the first half term, our writing outcomes will focus on how to narrate and on how to instruct. In the first half term, our 'Steps to Read' unit has a cross curricular link with our science topic Living things, Habitats and Plants. The vehicle texts for this unit are 'The Flower by John Light', 'Grandpa's Garden by Stella Fry', 'It Starts with a Seed by Laura Knowles' and 'How to Help a Hedgehog and Protect a Polar Bear by Jess French'.</p> <p>After the half term, our 'Read to Write' narrative will change to, 'Grandad's Island by Benji Davies. The children will focus on how to write a return narrative and an information text. Throughout the term, the children will build on the formation of adjectives using suffixes; understand and use subordination and coordination conjunctions; use expanded noun phrases for description and specification; use commas to separate items in a list and use apostrophes to mark where letters are missing in spelling. During this half term, our 'Steps to Read' unit is linked with traditional tales. The vehicles texts for this unit are 'The Wolf's Story by Toby Forward', 'Roald Dahl's Revolting Rhymes', 'The Three Little Pigs and the Big, Bad Pig by Eugene Trivizas' and 'The True Story of the Three Little Pigs! By Jon Scieszka'.</p>
Mathematics	<p>In the first half term, the children will continue to learn about both the multiplication and division of 2, 5 and 10. The children will look at different ways of sharing, including sharing and grouping before covering division by 2, 5 and 10. They will also investigate links between multiplication and division and odd and even numbers.</p> <p>In the second half term, children will be learning about mass in the context of kilograms and grams. They will learn how to read a scale, to compare the weight of different objects and to solve word problems relating to mass. Then, the children will gain experience in measuring temperature. They will learn about Celsius, how to read thermometers to help them understand, and they will look at the different kinds of</p>

	temperatures we can measure.
Science	<p>Living things and their Habitats - In this unit, children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them. This unit allows children to research a range of global habitats and how the living things that live there are suited to their environments and introduces the idea of dependency between plant and animal species.</p> <p>Use of Everyday Materials – The children will learn about the uses of everyday materials including wood, plastic, metal, glass, brick, paper, and cardboard. The children then go on to compare the suitability of different everyday materials for different purposes. They explore how objects made of some everyday materials can change shape and how the recycling process is able to reuse some everyday materials numerous times.</p>
Computing	<p>In the first half term, our topic is called, 'Programming A – Robot algorithms'. This unit develops the children's understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p> <p>In the second half term, our topic is called, 'Data and information – Pictograms'. This unit introduces the children to the term 'data'. The children will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p>
Art and Design and Technology	<p>In the first half term, our focus will be on, 'Vegetable and Fruit Printing'. This unit of work offers a series of activities that introduce and develop a range of printing skills and techniques using fruit and vegetables. The children will explore patterns and pictures by printing with objects both natural and man-made. They will create simple designs with repeating patterns.</p> <p>In the second half term, our focus will be on, 'Elmer the Elephant'. This unit of work develops a range of painting, printing and textiles skills and techniques around a common theme of the popular children's book, Elmer. The children will be able to experiment freely with paint, to learn how to use it and to start to develop an appropriate vocabulary to describe and compare colours. The children will know and talk about different types, colours and textures of fabrics and use simple stitches to join</p>

	and decorate materials.
Humanities	<p>The objectives of the Geography and History National Curriculum will be taught through the theme of 'Hot and Cold Climates. In this unit, the children will understand what it takes to be an explorer and be introduced to famous explorers who have discovered the continents around the world. We will focus in on the life of Christopher Columbus and discuss the importance of his discovery.</p> <p>In Geography, the children will learn the names of the seven continents and five oceans. They will recap the definitions of human and physical features and compare the features of Runcorn and The Bahamas. Then, we will discuss climate change and the importance of recycling and how it can help our planet.</p>
French	<p>We will be learning the names of French clothing. We will be discussing the weather in France and comparing it to ours in England and understanding how to pronounce the weather in French.</p> <p>The children will learn about French foods and traditions and learn how to say the names of French food.</p> <p>We will also be looking at how Easter is celebrated in France.</p>
Music	<p>The children will follow the 'Charanga' Scheme to explore music in class. During this time, the children will be learning a range of notes and songs. The song we will learn is 'I Wanna Play in A Band' by Joanna Mangona – a Rock song for children. 'I Wanna Play In A Band' is a Rock song written especially for children. In this song, you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p> <p>In the second half term, all the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>Throughout the term, the children will spend an hour a week drumming. At the end of the term, the children will perform a piece in front of the rest of the school.</p>
Physical Education	<p>Invasion Games – The children will develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They will have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules</p>

	<p>Gymnastics - In this unit, the children learn to develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing, and travelling individually and in combination to create short sequences and movement phrases. Pupils will develop an awareness of compositional devices when creating sequences to include the use of shapes, levels, and directions. They will learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.</p>
RE	<p>Hindu Dharma - In the first half term, we will learn about 'Hinduism'. Our focus question is, 'How might people express their devotion? This unit enables children to explore the purpose of and some of the practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community, and Worship. Opportunities will be provided for the children to investigate ways that Hindus might express their devotion to God. They should have opportunities to discuss the concept of being devoted to something/someone – and the various ways in which human beings might show their devotion through clothing, special words or songs, rituals, and actions.</p> <p>Islam – In the second half term, we will learn about 'Islam'. Our focus question is, 'Why do Muslims believe it is so important to obey God?'. In this unit, the children will examine Islamic beliefs and practices linked to prayer. Opportunities are provided for children to explore the significance of prayer as one of the Five Pillars of Islam and to consider the purpose of prayer for religious people. Within this, the children will discuss the importance of rituals and how these might unite communities and give a sense of order, security and belonging to individuals. The children should have opportunities to reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be friends and family.</p>
PSHE	<p>Dreams and Goals – The children will choose a realistic goal and think about how to achieve it. They will be able to tell you things they have achieved and say how that makes them feel. They will be taught the importance of persevering even when they find things difficult and understand some of their strengths as a learner. They should start to recognise who they work well with and who is more difficult to work with, but overall understand how working with others can help people to learn and solve problems. At the end of the unit, the children should be able to explain how being part of a successful group feels and store these feelings in their internal treasure chest.</p> <p>Healthy Me – The children will learn about what they need to keep their body healthy and how to motivate themselves to make healthy lifestyle choices. They should be able to show or tell someone what relaxed means and know some ways that make them feel relaxed and some that make them stressed. They will learn about how medicines work in my body and how important it is to use them safely. They will sort foods into the correct food groups and know which foods their body needs to keep them healthy. They will make some healthy snacks and explain why they are good for their bodies and decide which foods to eat give their body energy.</p>

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