

<p style="text-align: center;">Mental and Physical Well Being (MPWB)</p> <p>Health & Self Care Moving & Handling Making Relationships Managing Feeling & Behaviour Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> • Building confidence, taking risks and engaging in new experiences (EAD/ PSHE) • Indoor PE: Dance (Link EAD); Gymnastics using large apparatus. Recognise and avoid risks when handling and placing apparatus. (PE) • Adapt sequences to include apparatus or a partner. (PE) • Perform slow tendus (pointed toe stretches), demi plies (bending the knees), grand plie in parallel, smooth port de bras (arm movements), balances, rises (feet), travelling (turns, runs, steps, jumps), big and clear gestures, shapes on the floor (D) • Dance with clear shaping of the body and accuracy on degree of extension into space, direction and force. (D) • Develop spatial awareness throughout the performance of a phrase. (D) • Football - Attacking/Defending tactics including: stopping, passing dribbling, kicking. • Exploring some of the beliefs in Buddhism- to understand rules and responsibilities. (RE link UW & PSHE) • Rules are important in making society work (link to British Values) (RE/ PSHE/ UW) • Health and Wellbeing: My Body is important- feel good about themselves. (RSE) • Understand the need for exercise and rest to keep healthy (PSHE) • Use technology safely and respectfully (PSHE) (Link UW) • Develop fine motor skills such as pencil grip by handling, stacking materials and mark making (• Combining movements into routines in Gymnastic (D/M/PE) • Play tuned and untuned percussion instruments with control (M) 	<p style="text-align: center;">Year 2 Curriculum Planner Spring 1</p> <p style="text-align: center;">ANTARCTIC ADVENTURE</p> <p>Topic description: Join Tom Crean as he journeys to the Antarctic. Learn about our local hero Shackleton and the challenges that he faced when he explored Antarctica.</p> <p>The Big Question: What skills and qualities will I need to become an Antarctic explorer?</p> <p>Key Questions we will consider in this topic are:</p> <ul style="list-style-type: none"> • How difficult were the expeditions to Antarctica in 1911? • What skills did explorers need to survive on small boats in the Southern Oceans? <p>The following National Curriculum subjects will be covered this half term</p> <table border="0" style="width: 100%;"> <tr> <td>Art (A)</td> <td>History {H}</td> <td>Computing (C)</td> </tr> <tr> <td>English (E)</td> <td>French (MFL)</td> <td>Geography (G)</td> </tr> <tr> <td>Maths (Ma)</td> <td>Music <i>(Water, Water Everywhere)</i> (M)</td> <td>Science (S)</td> </tr> <tr> <td>Physical Education (PE)</td> <td>Dance (D)</td> <td></td> </tr> </table> <p>Other subjects covered Personal, Social, Health and Economic (PSHE/RSE) Religious Education (RE)</p> <p>Covers many curriculum subjects (x curricular)</p>	Art (A)	History {H}	Computing (C)	English (E)	French (MFL)	Geography (G)	Maths (Ma)	Music <i>(Water, Water Everywhere)</i> (M)	Science (S)	Physical Education (PE)	Dance (D)		<p style="text-align: center;">Understanding the World (UW)</p> <p style="text-align: center;">The World People and Communities Technology</p> <ul style="list-style-type: none"> • Geographical skills and fieldwork – Use world maps, atlases and globes to identify Antarctica & Poles (Geo) • Understanding the Antarctic ice crisis and its impact on global warming. • Human and physical features–To understand similarities and differences in human and physical geography between the UK and Antarctica(Geo) • Observing local habitat over time: seasonal changes, sunlight, weather and trees/plants, watching bulbs grow (S) • Understanding food chains: What do animals in Antarctica need to stay alive and how do they depend on each other?(S) • Observe and describe how seeds and bulbs grow into mature plants (S) • Chronological understanding – To know where people and events fit on a simple timeline. Using timeline to place in history and compare life in period Stuart with life in Edwardian period. Use a broad range of terms relating to the passing of time; before, after, long ago, months, years, decades, centuries (H/CL) • Human & Physical Geography – Use geographical vocab to describe the features of Antarctica (Geo/CL) • Locating UK on world map and naming countries within UK and their capital cities (G) • Locating and naming the seas around the UK (G) • Use map skills to plan a journey from the UK to Antarctica- thinking of own ideas and sharing them with others (Link CL) • Problem Solving: Creating and debugging simple programs and understanding what algorithms are(C/CL) • Understanding how algorithms are used to program digital devices such as BeeBots (C) • Use primary and secondary sources linked to Antarctic expeditions to study and ask questions about history (H)(Link CL)
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<p style="text-align: center;">English/ Literacy (E)</p> <p style="text-align: center;">Reading Writing</p> <ul style="list-style-type: none"> • Explore and listen to stories about expeditions to Antarctica (E) (Link UW) • Class reading: Blue Whale (E, H) • Identify the language, text level and layout features of informal letter writing (Link CL) • Research and learn facts about expeditions to Antarctica (H/Geo) • Write descriptive sentences about life on a boat on the Southern Ocean • Plan and write an informal letter to Tom’s brother ‘Albert Crean’ • Develop the skills of re-reading, editing and improving • Apply knowledge of phonics to spell familiar and less familiar words(E) Read a range of stories - Tom Crean’s Rabbit by Meredith Hooper Ponko and Ice Trap by Meredith Hooper (Link UW) • Organise writing into paragraphs around a theme(E) • Use dictionaries to find definitions of new topic words • Label parts of a boat with detailed descriptions • Question marks, commas in a list and apostrophes for possession and contractions(E) 	<p style="text-align: center;">Communication and Language (CL)</p> <p style="text-align: center;">Understanding Listening and Attention Speaking</p> <ul style="list-style-type: none"> • To be able to reason, explain and justify opinions, learning and processes across a range of topics and subjects (Cross Curricular) • Ask interesting and relevant questions about historical events (H) • Discuss different genres of writing including diary and recounts(E) • Listen to stories and build oracy skills. For example, understanding the importance of speaking with clarity in front of an audience (E) • Learn and rehearse new vocabulary(E, MFL) • Listen to the opinion of others, negotiate, compromise and develop ideas(x curricular) • Learn and orally rehearse the language for informal letter writing. • Understand and describe how musical dimensions pitch, texture, dynamics and tempo are combined for effect using musical vocabulary. (M) • Understand that music can be used for different purposes e.g. to describe characters in a story. (M) • Learn a range of songs, singing games and rhymes (M) 	<p style="text-align: center;">Expressive Arts and Design (EAD)</p> <p style="text-align: center;">Exploring & Using Media & Materials Being Imaginative</p> <ul style="list-style-type: none"> • Painting of Shackleton’s Boat in the Antarctic- Learning about Caspar David Friedrich’s work and explore the use of colour to create atmosphere and mood(A/H) • Role play scenes from stories (E/ CL) • Pencil and charcoal drawings of model boats; Use motivation skills and be proud of the skills learnt, not just the end result. (A/MPWB) • Create separate movements/poses from a visual or an ideational stimulus with some guidance and link them together. (D) • Develop existing movements (taught and self-created), using changes in size, speed and level (big, small, slow, fast, high and low). (D) • Perform learned and created movements with basic directions, changes in level, use of correct arms and legs. Dance in time to music (D/M) • Using choreographic devices including; mirroring, unison and stillness. (D) • Identify some orchestral instruments and other orchestral features – <i>conductor, composer</i>(M) • Understand and describe how musical dimensions pitch, texture, dynamics and tempo are combined for effect using musical vocabulary (M) • Move expressively to music (M/D) • Learn a range of songs, singing games and rhymes (M) • Play tuned (glocs) and untuned percussion instruments with control (M) • Understand that music can be used for different purposes e.g. to describe characters in a story (M/E) • Painting to Benjamin Britten’s Storm Interlude (A/M) 												
<p>Maths (Ma)</p> <p>Number – Multiplication & Division:</p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Measurement:</p> <ul style="list-style-type: none"> • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • Find different combinations of coins that equal the same amounts of money <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>		<p>Points to consider when planning</p> <p>Opportunities to include philosophy within lessons Opportunities for exploring current affairs Opportunities to develop awareness of environmental issues Characteristics of Effective Learning (Motivation, Thinking, Engagement). Kilmorie Child Qualities</p> <p>Trips and visit National Maritime Museum/Cutty Sark Dulwich College - James Caird</p>												

