Year 2
Spring 1

Art: Painting- Life In Colour

We will be learning to:

- Name the primary and secondary colours.
- Talk about the colour changes they notice and make predictions about what will happen when two colours mix.
- Describe the colours and textures they see.
- Try different tools to recreate a texture and decide which tool works best.
- Try different arrangements of materials and colour, including overlapping shapes, in a collage.
- Give likes and dislikes about their work and others'.
- Describe ideas for developing their collages.
- Choose materials and tools after trying them out.



Science: Growing seeds & bulbs



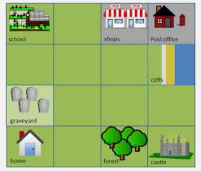
We will be learning about:

- observing and describing how seeds and bulbs grow into mature plants
- How plants change over time
- How seeds & bulbs are different
- What seeds need to germinate & how tall they willl grow
- Different types of enquiry: observing over time, pattern seeking, identifying &classifying, comparative testing.

Computing: Computer Science (Events Programming)

We will be learning about:

- What programs & events are
- Fixing problems that occur in a program
- How to start a programme
- Predicting how a program will work
- Making a character move in a game using precise instructions



History: Important People in History

We will be learning about:

- Timelines
- Elizabeth I & the Tudor period
- The achievements of Queen Victoria
- Emily Davison
- Rosa Parks
- The impact significant people have had





RE: Islamic Stories

We will be learning about:

- Understand why the Qur'an is important to Muslims
- Describe how Muslims care for the Qur'an
- Learn about story of 'The Brave Boy' & share experiences of bravery
- Know & understand the story of 'Yunus & the Big Fish' & the lessons to be learnt from the story
- Make connections between stories from the Qur'an & the way Muslims live their lives

Music: Musical Moods & Pictures

We will be learning to:

- Recognising and exploring musical mood
- Choosing sounds to match and character, mood or theme
- Sequencing and combining sounds to tell stories and create effects
- Creating and performing soundscapes



PSHE & Relationships Education:
The online world: How can we stay safe online?

We will be learning about:

- Give examples of things people do online.
- Say what sharing online means.
- Recognise that many people might see something shared online.
- Understand that private information should not be shared online.
- Recognise when someone has shared private information online.
- Say what to do if private information is shared online.
- Recognise that not everything seen online is real or shows the whole story.
- Recognise when something online might make them feel worried, uncomfortable or unsure.
- Recall simple rules to help them stay safe online.

PE: Dance

We will be learning to:

- Use expression and emotion when performing
- Perform dances using simple movement
- Create simple movement patterns showing an awareness of rhythm
- Perform their own dance routine
- Know and explain key skills of a good performance

Sending and Receiving

- Become increasingly physically confident
- Start to develop a knowledge of a variety of skills
- Recognise speed and weight when sending a variety of objects
- Master sending and receiving different objects (height, weight, distance)
- Engage in competitive sports and activities.
- Become increasingly competent and confident.

UNCRC Articles
Every child has the right to:

Article 27: a standard of living that meets their physical, social and mental needs
Article 29: an education that encourages the child's respect for human rights
Article 31: relax, play and take part in a wide range of artistic and cultural activities

British Values
Every child will develop:

- an interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues
- an awareness of their own and other's feelings and how this impacts their mental health and wellbeing
- their ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different faiths, feelings and values