Year 2 Curriculum – Spring Term Overview		
Religious Education 1 **Celebrations** **Key questions:** **How are special occasions celebrated?** What is it like to share a celebration? What is a religious celebration and why are they important to believers? How do religious believers celebrate the meaning of a festival? What does this look like in our world today-compare to own life? **Vocabulary:** celebrations, festival, symbolism, Hannukkah, Menorah, Christingle, commemorate, community	**History** **Significant People/Places in the Locality:** Historical Enquiry: to begin to understand Maritime life through a study of sailors in Nelson's Navy (1793 – 1815) **Key Questions:** **Why is "Maritime Life" important for our local area?** **What are the similarities and differences between Maritime Greenwich then and now?** What does "Maritime Life" mean? When and why was Maritime Greenwich established/ built? **Case Study of 'Horatio Nelson'** When was this person living? What life was like then compared to now? What have they done that was significance? Why were they important at the time? Why are they important now? Why/how are they important to us and where we live? How do we use sources to find out about the past? **Vocabulary:** Conquest, local, maritime, community, Greenwich, Thames, vessel, port, tide	**Religious Education 2** **Christianity: Unit 4: A Local Church** **Key questions:** **What happens in a Christian place of worship?** How does a place of worship help Christians to develop their beliefs about Jesus? How do Christians try to follow Jesus' example? **Vocabulary:** church, priest, symbols, ceremonies, worship, community welcoming, baptism, pew, stain glass windows, lectern altar, service, font, Holy Communion Cup
Computing **Online Safety · Understand how to use age-appropriate technology safely and where to go for help · Understand how to use passwords safely** Children will be introduced to some of the risks that the internet and technology can present. They will use this information to create online safety posters to help others stay safe online. **Vocabulary** personal information privacy/ private password age-appropriate	**Geography** **Importance of Rivers** **Key questions:** **Why are these rivers important? (Nile and Thames)** How have they impacted on human settlement? What is the physical geography of these rivers? **Vocabulary**: Equator, North Pole, South Pole, atlas, globe, mouth, source, farming, vegetation, delta, London, Thames, Cairo, Nile, settlements, pollution, transportation, environment	**MFL** In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.
RHE **Relationships** **What jobs people do and what helps us to stay safe** **Key Questions: People and jobs; money; role of the Internet** **Key Question: What jobs do people do?** How they belong to groups and communities. How jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community. How people have different strengths and interests that enable them to do different jobs How people use the internet and digital devices in their jobs and everyday life **No Outsiders 2.3** **Key learning – To understand what diversity is** **Suggested Text: The Great Bog Book of Families by Mark Hoffman and Ros Asquith**	**Art** **Close, observational drawing/Collage** **A study of Maritime Greenwich portraiture- a maritime figure e.g sailor, cabin boy/Nelson** **Key Questions:** **How would you develop ideas further through discussion?** Can you reflect on your finished piece? Is this what you intended? What did you find difficult? **Vocabulary:** Texture/collage materials depth smooth/ rough materials fabric, join, layer, glue, stitch, thread, texture, smooth, rough Drawing tone: light/dark observation line	**Physical Education 1** **Fundamental Movement Skills** **Movement/ Agility** Children apply agility, balance and coordination to movement both individually and with others. **Key Questions:** **What can you do to dodge and move away from others?** **How do you change direction quickly?** **Vocabulary:** Spece, agility, balance, changing, direction, speed, side stepping, dodging, movement, spacial awareness **Physical Education 2** **Ball Skills** Children develop and secure fundamental movement skills of running, jumping, hoping, skipping, galloping, balancing, throwing, catching, rolling, stopping and striking. **Key Questions:** **What do you look at when sending an object? What does your body position look like when controlling the ball?** **Vocabulary:** Warm-up, Teamwork, Respect, Attack, Defence, Tactics
Music	**Science**	**Science**

Melody/Use of Voice	Notation	Spring 1 Plants	Spring 2 Materials and their suitability for different purposes
Key Questions: What do the words mean? What is the story in the song? What is the song about? What is a verse? What is a chorus? **Vocabulary:** Notes, rhythm, crotchet, quaver, (minim), (semibreve), rests, silence, notation, pulse, rhythm, tempo, length, long/short, beats	**Key Questions:** How long is this note? What is the name of this note? What is the pitch of this note? What is a stave? What is a treble clef? What is a rest? **Vocabulary:** Song, word, verse, chorus, warm-up **Listening and Appraising Key Questions:** How does this music make you feel? **Vocabulary:** feelings/emotions, happy, sad	**Key Questions:** Is a plant alive? What do plants need to grow? **How can you prove this?** Living things and their habitats Link to Geography (rivers) What is the difference between being alive and dead? **What would happen if there were no plants?** Why do animals live where they live? **Vocabulary:** Plants Temperature, mature, light, shade, grow, healthy Living things and their habitats dead, alive, offspring, habitat, damp, shelter, suitable	**Key Questions:** **What if there was no plastic?** What if all materials were rigid? What would happen if school banned paper? Why do we need metal? Why do some materials change? **Vocabulary:** rigid, flexible, reflective, transparent, opaque, translucent, push, pull, twist, squash **Scientific working procedural knowledge:** Observe, Compare, Sort and Organise, Predict, Experiment, Conclude