**Year Group:2 Spring A**

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| **History**  **As historians we want to know and remember**  **Knowledge**  **Explore the history of sports in Japan - sumo wrestling, Kendo, Judo, Karate**  **Vocabulary**  **Kendo, Sumo, Judo, Karate**  **We want to practice how to (do)**  **Skills** | **Geography**  **As geographers we want to know and remember**  **Knowledge**  **Be able to locate Japan on a world map.**  **Locate the world’s 5 oceans and 7 continents.**  **Understand the geographical similarities and differences between Japan and the UK.**  **Identify the seasonal and daily weather patterns in Japan and compare with the UK.**  **Investigate earthquakes in Japan**  **Vocabulary**  **We want to practice how to (do)**  **Skills**  **Use basic geographical language to refer to physical features, and key human features.**  **Use world maps, atlases and globes.** | **Art and Design**  **As artists we want to know and remember**  **Knowledge**  **To understand and practise the Japanese art form of origami.**  **Study picture of The Great Wave off Kanagawa by Hokusai.**  **Japanese kimono designs**  **Japanese Calligraphy**  **Kapow Primary:Formal Elements**  **To understand repeating patterns**  **Texture:Taking rubbings**  **Frottage**  **Vocabulary**  **Repeated pattern, shape, line, overprinting,rubbing texture, frottage, Max Ernst,composition**  **We want to practice how to (do)**  **Skills**  Use sketchbooks to record thoughts and ideas and to experiment with materials. |
| **Music**  **As musicians we want to know and remember**  **Knowledge**  **Know how to keep steady pulse,**  **Know how to create rhythms from words,names, favourite foods, colours and animals.**  **Understand that rhythms are different to pulse.**  **Understand that we add high and low sounds when we sing and play instruments.**  **Know how to sing a song in a different language:Zo San a simple Japanese nursery rhyme.**  **Vocabulary**  **Keyboard, drums, base, electric guitar, Rock, pulse rhythm, pitch, improvise, compose, perform, audience, melody dynamics,tempo**  **Skills**  **Listen to a piece of music and identify the instruments being played.**  **Find the pulse of a piece of music.**  **Clap rhythms,sing, play instruments, improvise and compose music**  **Perform and share compositions.** | **Topic: Japan**  **Question driver:**  **Project\ purpose:** | **PE**  **Knowledge**  To show continuous and controlled dribbling  Demonstrate successful striking, passing and fielding.  Use simple attacking strategies  Play cooperatively  Score fairly and understand how to improve.  **Vocabulary**  Strike, pass, receive, dribble, control, shoot, aim, awareness, space, possession, attack, defend.  **We want to practice how to (do)**  **Skills**  **Use a range of different equipment - such as sticks, rackets, balls.**  **Vary the height and the speed of a pass.**  **Recognise what was good in a performance and what to change.**  **Make choices of strikes/aims depending on the size/ distance of the target.** |
| **PSHCE**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge/Skills**  **Choose realistic goals and how to achieve them.**  **Persevere when tasks are difficult.**  **Recognise who it is easy/difficult to work with.**  **Work cooperatively to produce an end product.**  **Share our success with other people.**  **Vocabulary**  **Realistic,proud,success,celebrate,achieve goal,strength,challenge,easy,difficult,learn together,partner,team work,product,problem solve,dream,proud.**  **We want to practice how to** | **RE**  **As citizens of our community and the wider world we want to understand why The Bible is special to Christians and why Christians celebrate Easter.**  **Knowledge**  **Old and New Testament stories**  **Noah’s Ark**  **Daniel and the Lion**  **Moses-linked to Judaism**  **David and Goliath**  **Jonah and the Whale**  **St Cuthbert local faith**  **Vocabulary**  **We want to practice how to (do)**  **Skills** | **Design and Technology**  **As designers\ engineers\ carpenters etc.. we want to know and remember**  **Knowledge**  **Kite making**  **Vocabulary**  **We want to practice how to (do)**  **Skills** |
| **Maths**  **Knowledge**  **Multiplication and Division:**  **Making equal groups, Sharing and grouping, divide by 2, odds and evens, divide by 5, divide by 10, use bar models to group, use bar models to share**  **Statistics:**  **Make tally charts, create pictograms, interpret pictograms, create block graphs.**  **Length and Height:**  **Measure in cm, measure in m, compare lengths, order lengths,**  **Vocabulary**  **Divide, share, group, odd, even, times-table, equal group, number of equal groups, tally chart, tally, pictograms, block diagram, table, more, less, most, least, favourite, popular, equal, represent, symbol, key, information, total altogether, compare, length, height, width, distance, long, longer, short, shorter, tall, metre, centimetre, order, compare, ruler, metre stick, measure, zero, greater than, less than, equal to**  **Skills**  **Represent equal groups using number lines, hundred squares and bar models and manipulatives, Solve word problems using division, solve word problems using statistics, solve word problems involving height. Confidently read and interpret a variety of charts and graphs. Use symbols and keys, have a strong grasp of the vocabulary associated with interpreting data, to estimate and measure accurately.** | **Science**  **Knowledge**  **Identify and classify different materials including every day object,**  **gather and recording data,**  **identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses,**  **find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching**  **Vocabulary**  **wood, metal, plastic, glass, brick, rock, paper,cardboard, suitability**  **We want to practice how to (do)**  **Skills**  **Use observational skills to decide the materials of everyday objects, investigate why some materials are appropriate and some are not, investigate and carry out a scientific experiment deciding which paper towel is most absorbent. Make predictions, suggest fair testing, draw conclusions.** | **Literacy**  **Knowledge**  **Read and enjoy a number of traditional Japanese tales.**  **Talk for writing - Haruki and the magic paintbrush. Innovate the story to create their own finding tale.**  **Use direct speech for dialogue.**  **Look at good and bad characters and the way in which they behave.**  **Write instructions for a number of events.**  **Look at the use of time connectives and imperative verbs in instructional writing.**  **Make clear and simple instructions for others to follow.**  **Vocabulary**  **Speech marks, connectives, conjunctions, sentence starters, capital letters, full stops, traditional, build up, dilemma, resolution, ending., subheading, heading, imperative verbs, time connectives.**  **We want to practice how to**  **Skills**  **The children sustain their writing. To have a clear story outline and plan. Build on their independent writing skills using the resources around them. To add detail to their work and self edit/correct.** |
| **Modern Foreign Languages**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge**  **6th January- The national Festival of the kings (Epiphany). Explore traditions surrounding this special day in France.- galette desrois**  **Japanese greetings and numbers**  **Vocabulary**  **We want to practice how to (do)**  **Skills** |  |  |
| **We will involve our families in our learning by** | | |
| **The strategies to support our most vulnerable learners are** | | |