



Teversham Church of England Primary School




Curriculum Plans Spring 2025 - Kingfisher Class Year 2












Enrichment: To visit The Raptor Foundation – Science focus.

Marble treat: Golden time with snacks

Learning will include:

<p>English</p> 	<p>During this term, we will be covering a wide range of English techniques and genres that will link directly other areas of the curriculum such as DT and history. We will be focusing on:</p> <ul style="list-style-type: none"> • Basic skills – punctuation and grammar. • Story writing – thinking about characters, settings and comparing plots. • Non-fiction – instruction writing. • Poetry – writing and reading. • Story writing – stories from different cultures. <p>Throughout this term, we will have a continuing focus of our reading skills, in particular inference and comprehension skills. In addition to this, we will be continuing our focus on phonics and using this knowledge to look at spellings patterns, thinking carefully about different spelling rules and how these can change depending on different grammatical rules.</p>
<p>Maths</p> 	<p>In Maths this term, we will be focusing on...</p> <ul style="list-style-type: none"> • Each of the 4 operations (addition, subtraction, multiplication, division) • Time • Fractions • 3D shapes • Missing number calculations • Data handling • Number facts and applying these to other calculations
<p>Science</p> 	<p>In Science, we will continue building upon our scientific work by...</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. <p>The focus for the Spring term is 'Living things and their habitats'. The children will:</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

<p>Religious Education</p> 	<p>The 'Big' questions that we will be asking are:</p> <p>Christianity</p> <ul style="list-style-type: none"> • Who made the world? • What are the best symbols of Jesus' death & resurrection at Easter? • Easter Encounter Day – What can we learn about Jesus from learning about Easter?
<p>History</p> 	<p>During the first half of the spring term, we will complete our 'History of flight' topic, by focussing on Katherine Wright, Amelia Earhart, Amy Johnson, Bessie Coleman and the story of Molly-Rose Marshall. Some skills we will be developing are...</p> <ul style="list-style-type: none"> • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago?
<p>Geography</p> 	<p>Spring term 2 – Exploring Australia</p> <p>Children will be able to understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting Australia. This allows children to expand children's horizons and create interest about distant places. We will think back to our work on weather and compare the weather in Australia and in the UK. Alongside this, and alongside our science unit of work, we will be exploring Australia's ecosystem and how different vegetation and animals like different climates and landscapes to live in. We will briefly touch on how migration happened from Europe to Australia.</p>
<p>Music</p> 	<p>This term we will be continuing to learn to play the ocarina alongside playing and composing with classroom percussion. We will be listening to music which has links to food and kitchens, including listening to music created using everyday kitchen sounds. We will sing and play instruments trying to accurately follow the melody and we will aim to control sounds of different length and quality. When we compose we will use traditional notation to write rhythms and will use both pitched and unpitched sounds to create effects. The children will continue to learn how to read the notes on the treble clef stave and aim to extend their understanding of musical vocabulary.</p>
<p>Art and Design</p> 	<p>Spring one - Paint</p> <p>We will be studying the artist Wassily Kandinsky who was one of the pioneers of the modern movement and reputedly the painter of the first abstract picture. At the end of this unit, children will create their own abstract work based on Kandinsky's 'Several circles'. They can choose the colours that they wish to use and if to use tints or shades of these colours. When it comes to creating the final piece, perfect circles can be made in several different sizes by drawing around 2D shapes, dotting with ear buds and pressing with the ends of Dowling rods.</p>
<p>Design and Technology</p> 	<p>Spring two - Puppets – Textiles.</p> <p>This unit involves children making a textile puppet by joining pieces of fabric. Children will look at a selection of hand puppets and base their design on their investigations into how the puppets have been made and who they have been designed for.</p> <p>Some focused tasks will be...</p> <ul style="list-style-type: none"> • basic sewing techniques • to use a template to mark out identical pieces of fabric • to compare joining techniques • simple vocabulary associated with the use of textiles

<p>Computing</p> 	<p>Spring term 1: Digital photography.</p> <ul style="list-style-type: none"> • Recognise that different devices can be used to capture photographs • Gain experience in capturing, editing and improving photos. • Recognise that some images may not be real. <p>Spring term 2: Algorithms using programmable devices</p> <ul style="list-style-type: none"> • Gain an understanding of instructions in sequences and the use of logical reasoning to predict outcomes. • Use given commands in different orders to investigate how the order affects the outcomes. • Design own algorithms and test those as programmes and debug them. <p>E-safety Week: To understand age appropriate websites, keeping personal information safe, and not sharing passwords.</p>
<p>Physical Education</p> 	<p>Spring term - Gymnastics: Use of apparatus, paired work, thinking about balance and body shapes, rolling, stretching and performing sequences. This unit of work will go across the spring term.</p> <p>Spring term 1 - Fitness: Children will explore and develop agility, balance, co-ordination, speed and stamina as well as working independently and with others.</p> <p>Spring term 2 - Team-building: Children will develop key skills of communication and problem-solving as well as to learn to discuss, plan and reflect on ideas and strategies.</p>
<p>PSHE</p> 	<p>Spring term 1 - Myself & My Relationships – Family and friends</p> <ul style="list-style-type: none"> • be able to describe some of the qualities of friendship and to demonstrate skills in making friends as well as understanding how these could change. • have developed some strategies for coping when they have friendship problems. • recognise some similarities and differences between them and other children, and understand that difference is positive. • know who they can talk to if they need help and how to ask for it. <p>Spring term 1 - Conflict Resolution</p> <ul style="list-style-type: none"> • explore reasons why friends and peers may fall out and how disagreements can lead to conflicts. • understand that there are always two sides to a conflict and that often neither side is completely wrong or right. • consider the different ways that conflict makes us feel and behave and explore different ways of responding to conflict and whether or not they bring about a positive outcome for all parties. • explore and learn to use simple conflict resolution processes, which will help to stop conflicts and resolve it peacefully before it becomes bigger. <p>Spring term 2 - Economic wellbeing – Financial Capability</p> <ul style="list-style-type: none"> • Where does money come from and where does it go when we ‘use’ it? • How might I get money and what can I do with it? • What does it mean to have more or less money than you need? • How do my choices affect me, my family, others?
<p>Whole School Collective Worship Themes for Spring Term 2025</p>	



This term we will be covering the values of **Peace, Courage, Justice and Humility**, through stories from the Bible and examples from inspirational people both present and past. We will begin by exploring the meaning of peace, considering how we can each find peace in our busy lives. With a link to our PSHE work on resolving conflicts, we will explore how we can all be peacemakers in our school community.

“Blessed are the peacemakers, for they shall be called children of God.” Matthew 5:9

In the second half term, our focus will be on justice and humility. We will explore local and global issues of justice; consider God’s ideas of justice, his generous love for us all and goodness being stronger than evil as we approach Eastertime and remind ourselves of what happened to Jesus.

“Learn to do right. Seek justice.” Isaiah 1:17

We will also consider how we can show humility, being humble heroes who care and think of others. We will learn about how Christians believe that Jesus is a ‘Servant King’ – one who both showcased and valued humility. Our Wednesday Worship will continue to be led by clergy from our Parish Church and Christ the Redeemer church and we are very grateful for their ongoing support.

We love because he first loved us. 1 John 4 v 19