




<p>Year 2 Spring 1</p>	<h1>Leaders</h1>			<p>Year A</p>
<h2>Intent</h2>	<p>Scripture Passage 'Do to others as you would like them to do to you.' Luke 6:31</p>	<p>Scripture Passage 'Do to others as you would like them to do to you.' Luke 6:31</p>	<p>Scripture Passage 'Do to others as you would like them to do to you.' Luke 6:31</p>	<h2>Impact</h2>
<p><i>At Our Lady of Fatima, we strive to help our children to understand both the necessity of water for life and the spiritual symbolism in our faith.</i></p> <p><i>The children will find out more about leaders in our school, church, country and the wider global community. They will explore the qualities and responsibilities of good leadership to support them in their journey of faith.</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Deeper understanding of the role of leaders and their impact on the people. A deeper understanding of the responsibility of leaders to the common good. A deeper spiritual understanding of vocation as a way of living out our Catholic faith each day. Children understand practical ways that they can be examples of leaders of their faith at home and in school by their actions.</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p>Exploring this theme will have an impact on our Mental Wellbeing by ...</p> <p>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</p> <p>Appreciate ourselves and those around us</p> <p>Prayer garden (God's creation)</p> <p>Calming waters meditation</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>CW: Parables of Jesus: water into wine.</p> <p>Acts of the Apostles – Go forth and make disciples of all the nations.</p>	<p>Distributive justice</p> <p>How can we share our resources fairly with the world?</p> <p>How does water help us to survive?</p>	<p>How is water a symbol of our faith?</p> <p>What does it represent?</p> <p>How can we care for God's creation?</p>

<p>Year 2 Spring 2</p>	<p>Lent</p>		<p>Year A</p>	
<p>Intent</p>	<p>Scripture Passage</p> <p>'We adore you and we bless you, Lord Jesus Christ, here and in all the churches which are in the whole world, because by your holy cross you have redeemed the world.'</p> <p>Stations of the Cross</p>		<p>Inspirational Quote</p> <p>'He knows your weakness. He only wants your love, he wants the chance to love you.'</p> <p>Saint Mother Teresa.</p>	<p>Impact</p>
<p><i>At Our Lady of Fatima we strive to understand the importance of Lent in our lives today.</i></p> <p><i>Through this unit we will have a deeper understanding behind the meaning of Jesus' sacrifice, the actions of the disciples and Jesus' family around him. We hope to use these examples in our daily lives to have a positive impact on those around us and globally</i></p>			<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of the impact of their actions. How their actions and choices impact those around them</i></p> <p><i>Show the power of change by their actions on the local community and globally.</i></p> <p><i>Understand the importance of alms giving to support those close and afar.</i></p>	

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</p> <p>Appreciate ourselves and those around us</p> <p>Power of Prayer through the Stations of the Cross</p>	<p>Holy Week</p>	<p>Support in the outreach of the school – alms giving to the charities chosen by their peers.</p> <p>Supporting those in the parish during Lent – outreach of communication and visits</p>	<p>How do our actions affect those around us?</p> <p>How do our words impact our peers?</p> <p>How can we follow in Jesus' example?</p>

Curriculum Overview

Year 2 Spring Term

Subject	Content
Religious Education	<p>Christmas</p> <ul style="list-style-type: none">• be able to sequence the story of Christmas from the annunciation to the flight into Egypt• understand some of the difficulties faced by Mary and Joseph on their journeys <p>Parables and Miracles</p> <ul style="list-style-type: none">• know a range of parables and miracles• understand the qualities of Jesus as a healer and a teacher <p>Lent</p> <ul style="list-style-type: none">• know the importance of Jesus' teachings about forgiveness• have some understanding about how we experience forgiveness through the Sacrament of Reconciliation <p>Holy Week</p> <ul style="list-style-type: none">• understand the words and actions of Jesus at the Last Supper and his final week on Earth
RSE	<p>Created and Loved by God</p> <ul style="list-style-type: none">• In these sessions we explore that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

English	<p>Reading:</p> <ul style="list-style-type: none"> • deduce, infer or interpret information, events or ideas from texts • identify and comment on the structure and organisation of texts • explain and comment on writers' uses of language <p>Recounts</p> <ul style="list-style-type: none"> • use conjunctions • begin to write sentences with subordinate clauses • plan a visual version of a recount based on their own experience <p>Humorous poems</p> <ul style="list-style-type: none"> • practise and performing a poem with others • use adjectives and descriptive phrases to describe nouns <p>Grammar, Punctuation and Spelling:</p> <ul style="list-style-type: none"> • explore the use of ? ! , • spell key words correctly, if not, regularly correct them • use conjunctions correctly: and, because, also, but • ensure letters are of a suitable and consistent size • first simple joins: a, e, i, t, d, h, k, l, c, n, m • all standard 2 punctuation correctly used
Mathematics	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts • show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another <p>Money</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

	<ul style="list-style-type: none"> • solve simple problems in a practical context involving addition and subtraction of money of the same unit <p>Length and Height</p> <ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels <p>Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and =
Chemistry	<p>Everyday Materials</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • discover how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • apply their knowledge of materials to everyday life
Computing	<p>Unit 4 – Questioning Lesson</p> <p>Using and Creating Pictograms</p> <ul style="list-style-type: none"> • Children understand that the information on pictograms cannot be used to answer more complicated questions. <p>Asking Yes / No Questions</p> <ul style="list-style-type: none"> • Children have used a range of yes/no questions to separate different items. <p>Binary Trees</p> <ul style="list-style-type: none"> • Children understand what is meant by a binary tree. • Children have designed a binary tree to sort pictures of children. <p>Using 2Question - a Computer-Based Binary Tree Program</p> <ul style="list-style-type: none"> • Children understand that questions are limited to ‘yes’ and ‘no’ in a binary tree. • Children understand that the user cannot use 2Question to find out answers to more complicated questions. • Children have matched 2Simple item pictures to names using a binary tree.

Using 2Investigate: a NonBinary Database.

- Children understand what is meant by a database.
- Children have used a database to answer simple and more complex search questions.

Unit 5 – Effective Searching Lesson

Understanding the Internet and Searching

- Children can recall the meaning of key Internet and searching terms.
- Children have completed a quiz about the Internet.

Searching the Internet

- Children can identify the basic parts of a web search engine search page.
- Children have learnt to read a web search results page.
- Children can search the Internet for answers to a quiz.
- Sharing Knowledge of the Internet and Effective Searching
- Children have created a leaflet to consolidate knowledge of effective Internet searching.

Unit 6 – Creating Pictures Lesson

Introduction and Impressionism

- Children can describe the main features of impressionist art.
- Children can use 2Paint a Picture to create art based upon this style.

Pointillist Art

- Children can explain what pointillism is.
- Children can use 2Paint a Picture to create art based upon this style.

Piet Mondrian

- Children can describe the main features of Piet Mondrian's work.
- Children can use 2Paint a Picture to art based upon his style.
- William Morris and Pattern
- Children can describe the main features of art that uses repeating patterns.
- Children can use 2Paint a Picture to create art by repeating patterns in a variety of ways.
- Children can combine more than one effect in 2Paint a Picture to enhance patterns.

Surrealism and eCollage

- Children can describe surrealist art

Creative Curriculum

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

YEAR A

Spring : Leaders

Main Focus: History – exploring the lives of leaders in nursing

compare the lives and achievements of Florence Nightingale, Mary Seacole and Edith Cavell

- describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods
- show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
- describe events beyond living memory that are significant nationally or globally
- discuss the lives of significant individuals in the past who have contributed to national

YEAR B

Spring : Water

Main focus: History – the explorations of Christopher Columbus.

Investigate the life and achievements of Christopher Columbus.

- describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods
- show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
- describe events beyond living memory that are significant nationally or globally
- discuss the lives of significant individuals in the past who have contributed to

and international achievements and use some to compare aspects of life in different periods

- record what they have learned by drawing and writing
- make comparisons between different historical periods

Secondary focus: Geography – Develop a greater understanding of the location of countries in the world linked to the studies of Florence Nightingale, Mary Seacole and Edith Cavell.

- understand some geographical similarities and differences(human and physical features) of a small area of the UK, and of a small area in a country related to the study of the people above
- identify seasonal and daily weather patterns in the UK and know the location of hot and cold areas of the world
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans

national and international achievements and use some to compare aspects of life in different periods

- record what they have learned by drawing and writing
- make comparisons between different historical periods

Geography – Develop a greater understanding of the location of countries in the world linked to the study of Christopher Columbus.

- understand some geographical similarities and differences(human and physical features) of a small area of the UK, and of a small area in a non-European country related to the study above
- identify seasonal and daily weather patterns in the UK and know the location of hot and cold areas of the world
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans

Year A and B

	<p>Spring 2: Lent</p> <p>Main focus: Art - Exploring Lent through Art and Design and Technology – Holy Week</p> <ul style="list-style-type: none"> • draw shapes and pictures of landmarks • experiment with line, shape, pattern and colour. • give reasons for his/her preferences when looking at art/craft or design work <p>Secondary focus: Design and Technology- Exploring lent through D and T</p> <ul style="list-style-type: none"> • generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups 	
<p>Physical Education</p>	<p>Invasion Games (Hockey) Learning Outcomes:</p> <ul style="list-style-type: none"> • To begin to aim towards a given target. • To accurately pass and receive a range of balls. • To further increase their understanding of space. • To pass a ball using different parts of the body. • To receive a ball using different parts of the body. <p>Net Games Learning Outcomes:</p> <ul style="list-style-type: none"> • To aim, strike & follow through towards a target. • To hit an object with varying power using a racket. • To be able to hit a ball or object towards a partner. • To explore a badminton racket and shuttlecock. To attempt a 'forearm' or 'bump' pass (Volleyball). 	
<p>PSHE</p>	<p>MyHappyMind Topics Relate & Engage</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • That we relate to different people in different ways and that different people relate differently, too. • How their character strengths can help them get along with other people. They will learn that we all have different strengths, which is okay. • That it is okay that some people react differently to them and that just because their reaction is different to theirs, it isn't wrong. • How to spot the characteristics of a good friend and recognise this in themselves. 	

- How to Actively Listen and why this helps them to get along with others. They will look at what happens if they don't actively listen and how this can affect their ability to get along with others.
- Team H-A-P feels happy when we Actively Listen because we are using all parts of the team.
- How to 'Stop, Understand and Consider' and why it is important to do this before responding.
- How Happy Breathing can help them with friendship issues by keeping them calm.

Children will learn:

- When they feel good, they do good.
- Goal setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them.
- The 3 steps to set a goal and practice setting goals as a class.
- How Happy Breathing can help when goals are tricky

Music

Spring 1

Unit: I Wanna Play In A Band

Style: Rock

Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.

Links to other units:

Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5)

Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)

Spring 2

Unit: Zootime

Style: Reggae

Topic and cross-curricular links: Animals, poetry and the historical context of musical styles.

Links to other units:

Three Little Birds - KS2/ages 7-11 (Scheme Year 3)