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| **Engagement**  Topic Title and driver  (History, Geography or STEAM) | **109,789 Cartoon Pirate Royalty-Free Photos and Stock Images | Shutterstock Sailing the seven Seas (Geography/Steam)** | | | | | | | |
| Focus Events | World Book Day | Safer Internet Day | | Big Schools Birdwatch | | British Science Week | | World Poetry Day |
| **Enrichment**  Trips and visitors | Pirate Day | | | | Tallk like a pirate | | | |
| Religious Education | Branch 3 Galilee to Jerusalem | | Branch 4: Desert to Garden | | | | | |
| English Cross Curricular links | We try to make as many lessons as possible cross curricular, while following the National Curriculum aims for KS1 English. Through creating creative, experiences, we will explore enriching learning moments which involve written skills across the curriculum. This ensures children are engaged with the lesson and are exposed to a rich and engaging curriculum. This term, in our English lessons the children will be exploring a range of texts and learning about different texts. This include, description writing, imaginative writing, narrative writing, postcard writing, instruction writing, poetry, , letters, non-chronological reports. | | | | | | | |
| Mathematics Cross Curricular links | We follow the National Curriculum for mathematics. Through engaging and enriching lessons children will build upon their fluency, reasoning and problem solving to develop confident mathematicians. We follow a mastery model for teaching mathematics, building on the previous learning and using cross curriculum to extend children’s learning. Daily children will develop mathematic views using key vocabulary, STEM sentences, using math’s equipment, visual representations as well as recall of their (2s, 5s, 10) times tables. This spring term we are focusing on three aspects.  **Money (2 weeks) Multiplication and Division (5 weeks) Length and Height (2 Weeks) Mass, Capacity and Temperature (2 Weeks)** | | | | | | | |
| Science | Plants:  Observing and Describing Growth:   * Investigating the life cycle of plants * Carefully observing and describing the process through which seeds and bulbs develop into mature, flourishing plants.   Understanding Plant Needs:   * Exploring the essential requirements for plant growth * Investigating and describing how plants depend on water, light, and maintaining a suitable temperature to thrive and sustain a healthy life.   These hands-on activities will provide students with a deeper understanding of the intricate processes involved in plant development and the critical factors that contribute to their overall well-being. | | | | Living things and their habitats:  Exploring Distinctions:   * Investigate and compare the distinctions among living organisms, non-living entities, and those that have never possessed life.   Habitats and Suitability:   * Recognize that living entities typically inhabit environments suited to their needs. * Describe the diverse habitats that cater to the fundamental requirements of various animals and plants, highlighting their interdependence.   Biodiversity in Habitats:   * Identify and label various plants and animals within their respective habitats, including microenvironments.   Understanding Food Chains:   * Elaborate on how animals secure their sustenance from plants and other creatures. * Employ the concept of a simple food chain to describe the process. * Identify and name different sources of food in the context of ecosystems. | | | |
| Computing | This term we will….  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions, create and debug simple programs – using a coding programme on school computers and iPad.  Continue our development on E-safety and understanding the importance of keeping safe while using the internet.  Create and purposefully use technology and software’s to enhance our learning linking cross curriculum. | | | | | | | |
| History | This term in Year 2 history, we'll embark on an adventurous journey beyond living memory, exploring the lives of famous pirates like Blackbeard, Anne Bonny, and Ching Shih, alongside the explorations of Captain Cook, understanding the significance of timelines. | | | | | | | |
| Geography | This term, students will embark on a captivating journey into the world of geography. They will deepen their understanding of geographical similarities and differences by exploring both the human and physical aspects of a small area in the United Kingdom and contrasting it with a non-European country, specifically Caribbean. The focus will extend to fieldwork activities, providing practical experiences that enhance their grasp of geographical feature sin our local area.  Key geographical concepts will come to life as students recognize and locate the equator, North and South poles, and delve into the exploration of the seven continents and five oceans of the world. | | | | | | | |
| Art  Art Greats | This term we will be Investigate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. We will be using different materials to create art. For example, sketching with chalk and charcoal as well as using observational skills to sketch realistic drawings of pirate ships. | | | | | | | |
| Ivan Aivazovsky  Henri-Edmond Cross | | | | John Miller  India Flint | | | |
| D.T  Design Greats | This term in Design and Technology (DT), students will embark on an exciting creative journey. This term in Year 2 Design and Technology, students will unleash their creativity by designing and crafting pirate flags, hard tack crackers, toilet tube pirates using different materials, and even design | | | | | | | |
| Maggi Hambling | | | |  | | | |
| P.E | Modern Dance | | | | Team Games | | | |
| Music | Charanga scheme of work. | | | | | | | |
| French | Disco moves | | Mardi Gras | | | | Easter | |
| PSHE | Following the new ‘RHSE’ scheme of work: keeping safe and managing risks in relationships and who can help; safer internet day; mental health and wellbeing, making and nurturing friendships. | | | | | | | |
| UN goal | Life on land and Quality education | | | | | | | |