



Mission Statement:

- * We want our children to make outstanding progress through a broad, knowledge rich curriculum which is relevant to our community; with child friendly purpose that ignites their curiosity and enthusiasm whilst embedding a love of learning.
- * We want our children to have high aspirations and expectations for themselves that are inspired by positive role models
- * In our curriculum, children will have a love of literature, experience a range of relevant cultural experiences and have their heritage, talents and skills celebrated

ENGLISH

Talk for writing:
Discussion text based on alternative fairy tales.

Recount text based on Michael Rosen's poem "The chocolate cake".

Explanation text based on How to trap a polar bear.

Warning tale based on Hassim and the greedy dragon.

Handwriting - joined-up handwriting for those children who are ready.

Reading - visualise based on a text. Retrieve information that they have already read.

Explore the use of vocabulary and learn new words. Infer information from the text and explain how they know this.

MATHS

Multiplication and Division

Statistics

Shape

Fractions

Length and height

SCIENCE

1) Notice that animals including humans have offspring which grow in to animals. 2) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 3) 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. 4) Identify and name a variety of plants and animals in their habitats, including microhabitats. 5) 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.

GEOGRAPHY

To name and locate the world's seven continents and five oceans.

Use world maps, atlases and globes.

To understand geographical similarities and differences through studying the human and physical geography of a small area in UK and in a contrasting country. E.g. Kenya.

RE

How should we care for the world and for others, and why does it matter?

Why does Easter matter?

**Hot and Cold
Year 2**

COMPUTING

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school.

MUSIC

Play tuned and untuned instruments.

Use their voices expressively and creatively.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds.

ART/DT

Building igloos and ice sculptures.

Looking at the work of Ted Harrison (Canadian artist) in Enrichment sessions.

Cooking (during Enrichment sessions)

PE

Dance
To explore travelling and pathways showing control, changes of level, speed and direction.

Gymnastics
Develop movement skills, extend agility, balance and coordination.

**PSHE / SMSC /
PHILOSOPHY /
VALUES**

Keeping clean and healthy.
Explore what your body needs.

STUNNING START

Creating our classroom environment.



MOTIVATING MIDDLE

Base camp day



EXPLOSIVE END

Topic Showcase

Visit to Twycross Zoo

TEAM SKILLS

Team skills will be worked on in PE. The children will also have to work together to create their classroom environment. The children will also have enterprise and enrichment opportunities.

COMMUNITY RELEVANCE / LINKS

To understand traditions and the importance of family in different cultures.

ENTERPRISE

The children will work together to make and serve food from hot and cold countries to raise money for a charity.

ASPIRATION / ROLE MODELS / VISITORS

Famous explorers.
Meet and interview an explorer. (Write a report for a newspaper)

CULTURAL EXPERIENCES

A day at base camp. (Arctic Explorers day)

WHAT DO CHILDREN WANT TO LEARN / KNOW?

Which countries are hot?
Which countries are cold?
Where do animals come from?
What is it like in the Arctic?
What is an explorer?
How fast does ice melt?
Why is the climate changing? How can we help to stop this happening?
How can we save the polar bears?

SPECIAL THEME DAYS / BLOCKS

A day at base camp (Arctic Explorers day)

Visit to Twycross Zoo.

KNOWLEDGE END POINTS

- Excite them in their learning
- Enrich their knowledge of the topic
- For children to have a Christian Values led sense of purpose
- Be skilled in speaking and working in a team;
- Ask questions and deepen their thinking;
- Have aspirations and thrive in learning independently
- Experience learning about positive role models
- Have their talents and skills celebrated and recognised
- Develop a love of Literature