



# Year 2 - Spring

History (Local history/ mining)	Geography (UK weather)	Computing (ICT photo editing)	Art /DT (Food)	Science (Plants)	RE (Buddhism)
<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate these should reveal aspects of change in national life.</li> <li>Significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK and other countries studied</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<ul style="list-style-type: none"> <li>Art :Use a range of materials creatively to design and make products</li> <li>Use drawing to develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using, pattern, texture, line, shape, form and space</li> <li>The work of a range of artists the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>DT (Cooking and Nutrition): Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>Understand where food comes from</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<ul style="list-style-type: none"> <li>How do Buddhists express beliefs?</li> </ul>
Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
<ul style="list-style-type: none"> <li>◊ To discuss prior knowledge of mining in Spennymoor—why did we mine? What is coal and what was it used for? Who was Banker?</li> <li>◊ About the role of children within the mining industry</li> <li>◊ Key facts about the day in the life of a miner</li> <li>◊ To explore the safety of mines and what can we learn from the past</li> <li>◊ To find out about our school logo (mining lamps) and mining significance</li> <li>◊ To research the Tudehoe Mining disaster</li> <li>◊ Visit the mining memorial—possibly with other members of the local community.</li> <li>◊ Why the mines have 'disappeared' and what the impact has been</li> </ul>	<ul style="list-style-type: none"> <li>◊ To locate local mining villages and discuss why they are located where they are</li> <li>◊ To research where in Spennymoor the mines were located, with a focus on the Tudehoe Colliery mine</li> <li>◊ To locate/ plan the route of the Norman Cornish trail in Spennymoor (go on the trail)</li> <li>◊ How Spennymoor has changed over time—what is happening in town now?</li> </ul>	<ul style="list-style-type: none"> <li>◊ How to search for an image on Google Kids and save it to 'photos'</li> <li>◊ How to open a saved photo and crop it to focus on a part of the image</li> <li>◊ To use Piclay to pinch, stretch and enlarge a saved image</li> <li>◊ To mirror an image on Piclay</li> <li>◊ To overlay images on Piclay</li> <li>◊ To add text to an image on Piclay</li> </ul>	<ul style="list-style-type: none"> <li>◊ Art- Drawing Skills : To follow step by step videos of drawing cartoon characters</li> <li>◊ How to change facial expressions of cartoon characters</li> <li>◊ The key features of real coins and to use these to design own coin using sketching skills</li> <li>Art- Animal Masks</li> <li>◊ To research animal and carnival masks from around the world and use ideas to create own design</li> <li>◊ To create an animal mask using a template and papier-mâché it to make it 3D</li> <li>◊ How to use paint to decorate a mask</li> <li>◊ The importance of evaluating what was good about the mask and how you would improve it next time.</li> <li>DT- preparing fruit and vegetables</li> <li>◊ What can be learnt through experiencing some common fruit and vegetables,</li> <li>◊ To design an 'appealing' fruit or vegetable dish, selecting ingredients based on their characteristics</li> <li>◊ To use simple utensils and equipment to peel, cut, slice, squeeze, grate or chop safely.</li> <li>◊ To taste and evaluate their finished product</li> </ul>	<ul style="list-style-type: none"> <li>◊ To recap what they remember from previous plant learning.</li> <li>◊ To understand that plants grow from seeds and bulbs</li> <li>◊ To plan an investigation for growing own fruit and vegetables</li> <li>◊ What plants need to survive</li> <li>◊ To plan an investigation to find out the best conditions for a plant to stay healthy and grow.</li> <li>◊ To write an information leaflet for 'how to look after fruit and vegetables'.</li> <li>◊ To understand how seeds spread and germinate.</li> <li>◊ To understand the importance of plants</li> <li>◊ To research unusual plants and how they survive.</li> <li>◊ To recognise the functions of different parts of the plant.</li> </ul>	<ul style="list-style-type: none"> <li>◊ The story of Buddha (recap of Year 1)</li> <li>◊ The importance of Dharma and the eightfold path</li> <li>◊ The five moral precepts</li> <li>◊ How and why Buddhists meditate</li> <li>◊ The key features of the Wesak festival</li> </ul>
Language	Language	Language	Language	Language	Language
Mine, miner, underground, helmet, light, torch, lantern, Tudehoe, disaster, conditions, terrible, dangerous, Spennymoor, villages, pit, pony.	Location, locate, destination, Tudehoe, Spennymoor, village, town, city, Durham, pit village, trail, explore, difference, similar	Image, apps, iPad, search, crop, save, stretch, enlarge, saved, google chrome, edit, change	Sketch, shade, cartoon, characters, expression, equipment, papier-mâché, decorate, paint, appearance, taste, smell, cutting, fruit, vegetables, utensils, design, appealing, range, colour, texture, taste, product, user, consumer	Plants, grow, seeds, bulbs, germinate, spread, thrive, survive, soil, needs, wants, unusual, trees, oxygen, carbon-dioxide, conditions, healthy, functions	Buddhism, Buddha, dharma, eight-fold path, moral, meditate, festival, important, respect, features, Wesak