

2025 Year 2 Spring 1 MTP

Subject	WK1	WK2	WK3	WK4	WK5	WK6
<p>Science</p> <p>Animals: Sensitive Bodies</p> <ul style="list-style-type: none"> I know that hair is a body part that cannot sense. I know that the tongue is the body part used for taste. I know that the nose can sense the smell of flowers. I know that scientists research the senses to help people who cannot see or hear. 	<p>New Core Knowledge Your body has different parts, and each part has a name.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Body parts – The different parts of our body, like arms, legs, eyes and ears.</p> <p>Outline of Main Tasks Labelling parts of the body on a body map.</p>	<p>New Core Knowledge We use different body parts for each sense: eyes to see, ears to hear, nose to smell, tongue to taste, and skin to touch.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Senses – How we learn about the world: seeing, hearing, smelling, tasting and touching.</p> <p>Outline of Main Tasks Labelling/writing about the body parts used for each of the senses.</p>	<p>New Core Knowledge We use our <i>tongue</i> to taste and our <i>skin</i> (especially on our hands and fingers) to feel and touch things.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Skin – The soft covering on the outside of our body. Tongue – The part inside our mouth that helps us taste and talk. Taste – The sense that lets us know how food and drinks feel in our mouth (like sweet or salty). Touch – The sense we use to feel things with our skin.</p> <p>Outline of Main Tasks Experiment using the sense of taste.</p>	<p>New Core Knowledge We use our <i>nose</i> to smell and our <i>eyes</i> to see.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Nose – The part of our face we use to breathe and smell. Smell – The sense that helps us know how things smell, like flowers or food. Eyes – The body parts we use to see. Sight – The sense that helps us see the world around us.</p> <p>Outline of Main Tasks ‘Smelling Challenge’ investigation.</p>	<p>New Core Knowledge We use our ears to hear sounds.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Ears – The body parts we use to hear sounds. Hearing – The sense that helps us listen to sounds and noises.</p> <p>Outline of Main Tasks An investigation into what happens to sound when you move further away from it.</p>	<p>New Core Knowledge We use our senses every day to see, hear, smell, taste, and feel things around us.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Senses – How we learn about the world: seeing, hearing, smelling, tasting and touching.</p> <p>Outline of Main Tasks Using a photo prompt to write about which sense is being used and how.</p>
<p>Geography</p> <p>Geography – What is the weather like in the UK?</p>	<p>New Core Knowledge England, Scotland, Northern Ireland and Wales are the four countries that make up the United Kingdom.</p> <p>Revisiting Core Knowledge The four seasons are Spring, Summer, Autumn and Winter. (Using pictures as a stimulus for conversations about what you wear, weather etc)</p> <p>Key Vocabulary United Kingdom Country/countries England Wales Northern Ireland Scotland</p> <p>Outline of Main Tasks</p> <ol style="list-style-type: none"> Find UK on google maps, zooming in. Label map with four countries <p>Challenge: Name capitals</p>	<p>New Core Knowledge The four seasons are Spring, Summer, Autumn and Winter.</p> <p>Revisiting Core Knowledge England, Scotland, Northern Ireland and Wales are the four countries that make up the United Kingdom.</p> <p>Key Vocabulary Seasons Winter Spring Summer Autumn Climate</p> <p>Outline of Main Tasks</p> <ol style="list-style-type: none"> Describe four seasons verbally Identify season we are in. Use map skills of school grounds to locate items reflective of the season <p>Challenge: describe Winter as a season</p>	<p>New Core Knowledge A compass shows directions. It can help us to find North, South, East and West.</p> <p>Revisiting Core Knowledge The four seasons are Spring, Summer, Autumn and Winter.</p> <p>Key Vocabulary Compass North South East West</p> <p>Outline of Main Tasks</p> <ol style="list-style-type: none"> Poster race Compass chalk draw Label compass <p>Challenge:</p> <p>Knowledge revisit from Autumn Revisit History knowledge from last term using a quiz platform.</p>	<p>New Core Knowledge Weather can change over time. It can be sunny, cloudy, windy, rainy, snowy, warm or cold.</p> <p>Revisiting Core Knowledge A compass shows directions. It can help us to find North, South, East and West.</p> <p>Key Vocabulary Weather Weather symbol</p> <p>Outline of Main Tasks</p> <ol style="list-style-type: none"> Identify the weather symbol to the weather picture in pairs. Weather diary 	<p>New Core Knowledge The capital city of England is London. The capital city of Scotland is Edinburgh. The capital city of Northern Ireland is Belfast. The capital city of Wales is Cardiff.</p> <p>Revisiting Core Knowledge Weather can change over time. It can be sunny, cloudy, windy, rainy, snowy, warm or cold.</p> <p>Key Vocabulary Capital city London Edinburgh Belfast Cardiff <i>Recap: England, Wales, Scotland, Northern Ireland</i></p> <p>Outline of Main Tasks</p> <ol style="list-style-type: none"> Locate the capitals of England, Scotland, Wales and Northern island within an atlas. Label the capitals of England., Scotland, Wales and Northern Ireland, accurately. 	<p>New Core Knowledge The four seasons have different types of weather. Depending on the weather we wear different types of clothes to keep us alive and well.</p> <p>Revisiting Core Knowledge The capital city of England is London. The capital city of Scotland is Edinburgh. The capital city of Northern Ireland is Belfast. The capital city of Wales is Cardiff</p> <p>Key Vocabulary <i>Recap: Weather Season Climate Weather</i></p> <p>Outline of Main Tasks 1. Identify the types of clothes worn in Spring Summer, Autumn and Winter.</p>

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						Discuss activities, sports etc you might complete in each season and justify why. E.g. Kite flying – needs to be windy, sunglasses – protect your eyes from the sun so Summer. Assessment end of unit quiz
Art Painting & Mixed Media: Colour splash <ul style="list-style-type: none"> • I know that the three <i>primary colours</i> are red, blue, and yellow. • I know that mixing <i>yellow and blue</i> makes the secondary colour green. • I know that a <i>secondary colour</i> is made by mixing two primary colours together. • I know that a <i>hue</i> is a pure colour without any white or black added to it. • I know that I can make a <i>darker hue of green</i> by adding more blue. 	New Core Knowledge When we mix two primary colours together, we can make new colours called secondary colours. Revisiting Core Knowledge Key Vocabulary Primary – Colours we cannot make by mixing other colours (red, blue, yellow). Secondary – Colours we make by mixing two primary colours (green, orange, purple). Outline of Main Tasks Explore using different materials to mix secondary colours (coloured playdough/cellophane.) Then, using paint, children create a colour chart in their art books.	New Core Knowledge We can mix colours for different effects. Revisiting Core Knowledge Key Vocabulary Mixing – Stirring colours together to make a new colour. Outline of Main Tasks Painting numbers and exploring colouring mixing.	New Core Knowledge When we press a painted object onto paper, it makes a print. Revisiting Core Knowledge Key Vocabulary Printing – Making a picture by pressing something with paint onto paper. Outline of Main Tasks Printing with Lego bricks. Knowledge revisit from Autumn	New Core Knowledge Mixing different amounts of two primary colours will give shades of a secondary colour. Revisiting Core Knowledge Key Vocabulary Shade – How light or dark a colour is. Mixing – Stirring colours together to make a new colour. Outline of Main Tasks Using shades of a colour to design a handprint.	New Core Knowledge Artists’ pictures can give us ideas and inspire our work. Revisiting Core Knowledge Key Vocabulary Inspire – When something gives you a good idea for your own artwork. Artist – A person who makes art, like drawings, paintings, or sculptures. Outline of Main Tasks Create Clarice Cliffe inspired paper plates.	New Core Knowledge Revisiting Core Knowledge Key Vocabulary Outline of Main Tasks Assessment end of unit quiz
Music Musical Vocabulary: Under the Sea	New Core Knowledge Tempo means the speed at which something moves or sounds Revisiting Core Knowledge Key Vocabulary tempo Outline of Main Tasks 1. Move to the tempo using Under the sea. (slow tempo, slow movement) 2. Children will use tempo and body movements to tell a story about a busy day under the sea. (fast and slow tempo)	New Core Knowledge Dynamics is how loud or soft a sound is. We can use pictures to tell us what dynamic is being used. Revisiting Core Knowledge Tempo means the speed at which something moves or sounds Key Vocabulary dynamics Outline of Main Tasks 1. Children to listen to the music and point to the appropriate fish. Model on IWB and then on paper in pairs. Children to show correct dynamic as listening (small vs big fish)	New Core Knowledge Sound patterns help us know when to play music and when to rest. Revisiting Core Knowledge Dynamics is how loud or soft a sound is. We can use pictures to tell us which dynamic to use Key Vocabulary Sound pattern rest Outline of Main Tasks 1. Identify the sound pattern by listening to two audio examples. 2. Clap sound pattern to two audio examples.	New Core Knowledge We can use our hands, bodies and voices to show if a pitch is high or low. Revisiting Core Knowledge Sound patterns help us know when to play music and when to rest. Key Vocabulary pitch Outline of Main Tasks 1. Listen to vertical glockenspiel and stand or sit if note is higher or lower. 2. Group – use voices to create a sound for diver. Follow the	New Core Knowledge To perform successfully you need to use high, low, loud and soft sounds while following a sound pattern. Revisiting Core Knowledge We can use our hands, bodies and voices to show if a pitch is high or low. Key Vocabulary All vocab learnt for this unit. Recap Tempo Dynamics Rest pitch Outline of Main Tasks	Assessment end of unit quiz Recap key concepts and gaps identified through quiz.

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		<p>2. Children to use a variety of instruments to play loud and quiet dynamics.</p>	<p>3. Follow/read sound pattern and rest</p> <p>4. Clap to sound pattern using rests in the appropriate places.</p> <p>Knowledge revisit from Autumn</p>	<p>divers on picture and change pitch as diver changes position.</p> <p>3. Vertical glockenspiel children to play high and low pitch to create a sound pattern.</p>	<p>1. Identify correct/incorrect sound patterns.</p> <p>2. Groups of 4/5 follow sound pattern on picture using both instruments and clapping. Rest at appropriate moments.</p> <p>3. Perform the song to the audience.</p>	
<p>Computing</p> <p>Rocket to the Moon</p>	<p>New Core Knowledge</p> <p>Digital content means words and pictures.</p> <p>Revisiting Core Knowledge</p> <p>Digital content is words and pictures.</p> <p>Key Vocabulary</p> <p>Digital</p> <p>Outline of Main Tasks</p> <p>Create a list of materials needed to create a rocket, edit and save.</p>	<p>New Core Knowledge</p> <p>Sketchpad can be used to draw pictures.</p> <p>Revisiting Core Knowledge</p> <p>Digital content is words and pictures.</p> <p>Key Vocabulary</p> <p>Program Tool Select open</p> <p>Outline of Main Tasks</p> <p>Draw a picture of a rocket on Sketchpad.</p>	<p>New Core Knowledge</p> <p>Instructions can be inputted in the correct order to work and saved to be used later.</p> <p>Revisiting Core Knowledge</p> <p>Sketchpad can be used to draw pictures.</p> <p>Key Vocabulary</p> <p>Instructions order</p> <p>Outline of Main Tasks</p> <p>Children to order instructions for making a rocket, identify missing parts, and correct. Will create this on digital platform.</p> <p>Knowledge revisit from Autumn</p>	<p>New Core Knowledge</p> <p>Digital instructions can be used to create a real life object such as a rocket.</p> <p>Revisiting Core Knowledge</p> <p>Instructions must be inputted in the correct order to work.</p> <p>Key Vocabulary</p> <p>Equipment file</p> <p>Outline of Main Tasks</p> <p>Open their digital instructions from last lesson, follow them and create rocket exactly.</p>	<p>New Core Knowledge</p> <p>Instructions can be edited once a prototype has been tested.</p> <p>Revisiting Core Knowledge</p> <p>Digital instructions can be used to create a real life object such as a rocket.</p> <p>Key Vocabulary</p> <p>Prototype</p> <p>Outline of Main Tasks</p> <p>Children to test rocket, analyse their instructions and then make improvements on sketchpad.</p>	<p>Assessment end of unit quiz</p>
<p>RE</p> <p>How do we know that new babies are special</p>	<p>New Core Knowledge</p> <p>Some people believe that God created humans and babies are a gift from God.</p> <p>Revisiting Core Knowledge</p> <p>Some people believe in a God who created the world and everything in it. Creation stories explain how the world began.</p> <p>Some people believe caring for the world and all living creatures is important.</p> <p>Key Vocabulary</p> <p>God Jewish Christian belief</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge</p> <p>Muslims welcome a new baby with the Adhan.</p> <p>Revisiting Core Knowledge</p> <p>Some people believe that God created humans and are a gift from God.</p> <p>Key Vocabulary</p> <p>Adhan Muslim ceremony</p> <p>Outline of Main Tasks</p> <p>1. Share times in their personal lives when they have welcomed a new baby. 2. answer: What do some Muslim people believe about God? 3. Listen to Adhan. Read words. Relisten to Adhan and hold up words.</p>	<p>New Core Knowledge</p> <p>Muslims celebrate the Aqiqah when welcoming a new baby. They shave the baby's head and give money to charity.</p> <p>Revisiting Core Knowledge</p> <p>Muslims welcome a new baby with the Adhan.</p> <p>Key Vocabulary</p> <p>Aqiqah Charity community</p> <p>Outline of Main Tasks</p> <p>1. Picture word ma1.tch. Match the correct words of Aqiqah to the correct pictures of Aqiqah. 2. Children stand and present key events that happen within Aqiqah</p>	<p>New Core Knowledge</p> <p>Jatakarma is the Hindu way of welcoming a new baby into the family and the community.</p> <p>Revisiting Core Knowledge</p> <p>Muslims celebrate the Aqiqah when welcoming a new baby. They shave the baby's head and give money to charity.</p> <p>Key Vocabulary</p> <p>Jatakarma</p> <p>Outline of Main Tasks</p> <p>1. Discuss how Jatakarma introduces a baby to God. 2. Lucky dip – children to pull out words and explain how they link to Jatakarma for Hindus.</p>	<p>New Core Knowledge</p> <p>Christians welcome a new baby through baptism.</p> <p>Revisiting Core Knowledge</p> <p>Jatakarma is the Hindu way of welcoming a new baby into the family and the community.</p> <p>Key Vocabulary</p> <p>Baptism Font Godparents</p> <p>Outline of Main Tasks</p> <p>1. Poster of baptism using correct words from word sort. 2. Role play of baptism.</p> <p>Teacher to gather pupil voice using Qs about: Godparents Font promises</p>	<p>New Core Knowledge</p> <p>Hindus name their babies in a welcoming ceremony called Namakarana. Humanists can name their baby in a naming ceremony.</p> <p>Revisiting Core Knowledge</p> <p>Christians welcome a new baby through baptism</p> <p>Key Vocabulary</p> <p>Naming ceremony Humanists Namakarana.</p> <p>Outline of Main Tasks</p> <p>1. Sort statements 2. Explore the different types of baby naming ceremonies from</p>

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	<p>1. Read New Genesis 2.7 (Christan and Jewish) Children to discuss what this tells us about how some people believe in God.</p> <p>2. Link new learning to Creation story and complete the sentence: 'People who believe there is a God who created humans might say new babies are...'</p> <p>3. In character:As someone who believes God created humans, design a card for a new baby.</p>	<p>4. Children to draw a picture of the Adhan being whispered to a baby and talk about how their word is linked to their drawing.</p>	<p>(shaving head, charity, animal slaughter, Muhammad completed it for his family, gifts, meal with family and friends, announce baby's name0</p> <p>Knowledge revisit from Autumn</p>	<p>3. Draw pictures to represent the different things that happen at Jatakarma e.g. honey on tongue, name, whisper</p> <p>4. Link similarities to Aqiqah and Jatakarma.</p>		<p>Hindu, Muslim, Christian and humanism perspectives. Identify similarities and differences.</p> <p>Assessment end of unit quiz</p>
<p>PSHE Safety and the changing body</p>	<p>New Core Knowledge A trusted grown-up is an adult who keeps you safe, listens to you, and helps you when you need it.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Trusted – Someone you can believe and who helps you.</p> <p>Outline of Main Tasks What should she say? Response activity and 5 trusted grown ups handprint (in school).</p>	<p>New Core Knowledge When you are outside of school, we are polite to adults, but only go with or speak to trusted adults.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Polite – Being kind and using nice words.</p> <p>Outline of Main Tasks What's the outcome? Scenario activity about different situations.</p>	<p>New Core Knowledge If you get lost, stay where you are and find a safe grown-up.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Lost – When you can't find where you are or where someone is.</p> <p>Outline of Main Tasks Role play scenarios in groups about getting lost and what to do next.</p>	<p>New Core Knowledge An emergency phone call is when you call for help in a very serious situation.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Emergency – A big problem that needs help straight away. ☑ 999 – The number you call to get help in an emergency.</p> <p>Outline of Main Tasks Role play of when to call 999 and what to say.</p>	<p>New Core Knowledge There is a difference between appropriate and inappropriate contact.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary ☑ Appropriate – Something that is okay to do or say. ☑ Inappropriate – Something that is not okay to do or say. ☑ Contact – Talking to or touching someone.</p> <p>Outline of Main Tasks Drawing pictures and labelling types of contact they might like (kisses on the cheek, cuddles, holding hands etc.) then model the 'stop' when it's inappropriate.</p>	<p>New Core Knowledge Safe things to put in your body are healthy food and drink. Unsafe things can make you sick.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary ☑ Safe – Feeling happy and not in danger. ☑ Unsafe – Not safe; something that could hurt you. ☑ Sick – When your body doesn't feel well.</p> <p>Outline of Main Tasks</p>