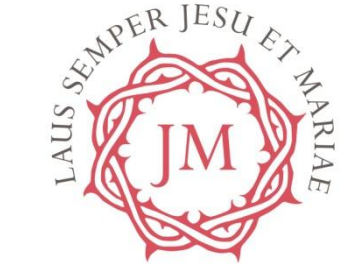

THORNTON

CURRICULUM INFORMATION 2025 / 2026

YEAR 2

Dear Parents/Guardians

We are looking forward to a happy and successful new school year. At Thornton, we aim to provide stimulating and exciting activities within the framework of our curriculum, in order to enable your daughter to reach her full potential.

We recognise that the bond between home and school is of vital importance so in order to keep you fully informed, we have enclosed a copy of the relevant Programme of Study for your daughter's Year Group. This contains a broad outline of what we intend to cover with your child throughout the coming Academic Year.

During the year, your daughter will receive written reports and there will be Parental Consultations, when you will have the opportunity to make an appointment to discuss your daughter's progress with her teacher(s), however, if you have any questions or concerns at all, please do not hesitate to contact your child's Form Teacher by telephone or e-mail. They will be only too pleased to arrange a mutually convenient time to meet with you.

The school diary is a very important means of communicating on a daily basis. It would help us if you could find the time to read/check it each evening with your child and sign it each week.

Thank you in advance for your support during the coming Academic Year. We will do our very best to ensure that your daughter feels secure, happy and supported in her learning, and we look forward to meeting you throughout the school year.

With very best wishes

Louise Shaw
Head of Thornton College

Curriculum Information

Year 2

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Subject: Computing

Computing in Years 1 and 2 is taught in discrete lessons.

In Year 2, pupils access the various tools within the Busy Things online learning platform, a provider of award-winning educational games and activities.

The Computing syllabus at Thornton adheres to the requirements outlined in the 2014 National Curriculum. The curriculum is structured around three core areas:

- Computational Thinking - programming and finding out how digital systems work
- Digital Literacy – being responsible, competent, confident and creative users, especially as concerns the Internet.
- Information Technology – use technology to create, organise, store, manipulate and retrieve digital content.

These areas will be covered throughout the year and be revisited several times.

Students will have an opportunity to:

- 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
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely, respectfully and responsibly; keeping personal information private; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Subject: Creative Curriculum

Creative Curriculum at Thornton aims to engage children in the learning processes and expand their skills, knowledge and interests. Creative Curriculum encompasses the study of History, Geography, Art and D.T. It is mapped to the National Curriculum and delivered through a rich variety of learning activities, making creative links between all aspects of learning. The curriculum works on a two-year cycle to foster collaboration amongst the children and a wide range of opportunities for learning.

The learning experience will be broadened through educational visits and visitors in school.

Throughout the curriculum, we will aim to equip the children with life skills as well as knowledge.

The children will be learning to learn by:

- being resilient
- being reflective
- being resourceful
- taking risks
- planning, revising and reviewing
- collaborating and listening
- questioning, imagining and making links
- perseverance

Topics are explored on a two-year cycle:

Cycle A (2024-2025):

Michaelmas Term:	Weather Experts and Oceans and Seas
Lent Term:	Events Beyond Living Memory: The Great Fire of London
Trinity Term:	Local Study Significant Individuals: Monarchs

Cycle B (2025-2026):

Michaelmas Term:	Significant Individuals: Ice Explorers
Lent Term:	We are Britain
Trinity Term:	Changes within Living Memory

In addition to English, the children will explore topics across the curriculum, working towards the National Curriculum objectives which are detailed next.

The statements below are the National Curriculum objectives for the whole of Key Stage One. Children will work towards these objectives and skills throughout Years One and Two.

Art and Design

- to use a range of materials creatively to design and make products
- to use drawing and painting to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space
- to learn about 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.

Design and Technology

- Design
  - Design purposeful, functional, appealing products for themselves and other users based on design criteria
  - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Make
  - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
  - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate
  - Explore and evaluate a range of existing products
  - Evaluate their ideas and products against criteria design
- Technical knowledge
  - Build structures, explore how they can be made stronger, stiffer and more stable
  - Explore the use of mechanisms (for example, levers, sliders, wheels and axels), in their products.

History

- Students should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Geography

Throughout Key Stage One, girls will gain:

- Locational knowledge:
  - Name and locate the world's seven continents and five oceans.
  - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Place knowledge:
  - Understand geographical similarities and differences through studying the Human and Physical Geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Human and physical geography:
  - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
  - 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.
- Geographical skills and fieldwork:
  - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
  - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
  - 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.
  - 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.

Subject: English

Speaking and Listening

To include:

- General class discussion and instruction related to the whole curriculum.
- Planned activities for paired or small group work.
- Drama and Performance
- Listening to fiction and non-fiction texts
- Reading aloud.
- A Speak Week will be held annually whereby each pupil will be required to present to their class: a show and tell, a poem of their choosing and a reading from a book of their choosing.

Reading

Students read aloud regularly to the class teacher/assistant, using a range of cues to help them decode the text.

Students will be engaged in a range of reading activities using fiction, non-fiction and poetry books. The speaking and listening activities support the children's ability to understand the text. The Cracking Comprehension programme will be used to teach the skills of reading and comprehending efficiently, with a specific focus on answering written questions.

Students are encouraged to read independently.

Students read from the Oxford Reading Tree/Collins Reading Scheme regularly and take a reading book home on a daily basis to read to an adult each day.

Students visit the School Library once per week and make a free choice of two books to take home and share with an adult.

A wide variety of stories and texts are read to the children during the year.

Word reading attainment targets

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes (letters that create a sound) taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Comprehension attainment targets

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Spelling attainment targets

- segmenting spoken words into phonemes (sounds) and representing these by graphemes (letters), spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Handwriting attainment targets

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing

English is taught using creative curriculum and exploring key texts for the children to enjoy.

Attainment targets

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other students

- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Terminology

Year 2:	
Word	Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as *–ful*, *–less* **Error! Bookmark not defined.** Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Terminology for students	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Subject: French

Michaelmas Term

Family and Friends

This term, we will teach your daughter how to identify and introduce family and pets and spell their names. She will also learn the names for rooms in her own home.

By the end of term, we aim for your daughter to be able to:

- identify and introduce some of their relations.
- name some common pets.
- recognise some rooms in their home.

Lent Term

Our School

This term, we will teach your daughter key vocabulary and phrases around the theme of school. She will learn vocabulary of school places and objects, she will take part in a PE lesson conducted mostly in French and will be able to express preferences.

By the end of term, we aim for your daughter to be able to:

- listen and respond to topic vocabulary
- demonstrate understanding with actions
- write sentences converting le/la to un/une
- answer questions using the topic vocabulary

Trinity Term

Time

This term, your daughter will learn to say the days of the week, months and dates and also count on from 11 to 31.

By the end of term, we aim for your daughter to be able to:

- say and order the days of the week
- say and order the months of the year
- count on from 11 to 31
- say her own birthday

Each September, the Prep School also hold a morning of European Languages where the girls are introduced to the language and culture of other European nations through a range of fun and engaging lessons and activities.

In addition to once-weekly lessons at school, your daughter will have the opportunity to practise reading, writing, speaking and listening to French on a daily basis through Duolingo For Schools, where her progress and attainment is tracked via an online classroom. This is an optional homework. Nevertheless, it incentivised by the opportunity to earn house points and be awarded certificates on a half-termly basis.

Subject: Japanese

Who are you?

Greetings & Introductions

Children learn how to say and understand basic greetings and phrases, including:

"Good morning", "Good night", "Hello", "Thank you", "You're welcome", "Here you are", "Please", "Goodbye", "I", "You", "I love you", "Everyone", "Yes", and "No".

Vocabulary Development

- Numbers: 1–16
- Body Parts: head, shoulders, knees, eyes, nose, ears, mouth
- Family Members: father, mother, grandfather, grandmother
- Questions & Position Words: what, who, which, here, wait, not yet, together, friend
- Sizes: big, small, medium
- Colours: red, blue, yellow, purple, white, black
- Animals: dog, cat, pig, tanuki (Japanese raccoon dog), fox
- Sensory Words: hot, cold, chilly

Songs & Rhymes

We enjoy singing traditional and fun Japanese songs such as:

Hajimaru yo, Otousan yubi, Atama-kata-hiza-pon, Kobuta tanuki kitsune neko, and Sanpo from My Neighbour Totoro.

Cultural Celebrations

We explore seasonal Japanese traditions through activities related to:

- New Year (Shōgatsu)
- Setsubun (bean-throwing festival)
- Hina Matsuri (Doll Festival)
- Tanabata (Star Festival)

Cultural Experiences

- Using Chopsticks: Introduction to holding and using chopsticks correctly.
- Origami: Folding paper to create animals and seasonal decorations.

Once the children are ready to read some of the familiar words in Japanese they will be encouraged to engage with Duolingo activities as optional homework.

Learning Development

The Head of Learning Development works closely with pastoral staff, subject specialists and parents to support curriculum access for all and to offer advice and guidance so all students can develop and achieve to their highest potential.

The provision for Special Educational Needs is detailed in the school's Special Educational Needs policy. Parents are welcome to contact the school SENCo, Mrs Woodruff, at any time should they have questions, concerns or suggestions.

Subject: Mathematics

At Thornton, we follow the requirements set out in the 2014 National Curriculum. In all years we are striving to ensure the children become **fluent** in the fundamentals of Mathematics, **reason mathematically** and can **solve problems** by applying their Mathematics to a variety of routine and non-routine problems with increasing sophistication.

The following areas will be covered in Year 2:

Number – number and place value

Students are taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Number – addition and subtraction

Students are taught to:

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number – multiplication and division

Students are taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number – fractions

Students are taught to:

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

Students are taught to:

- 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 =
- 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
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Geometry – properties of shapes

Students are taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – position and direction

Students are taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Statistics

Students are taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

Subject: Music

All girls develop their knowledge and skills in Music by taking part in activities based around:

- Performance
- Exploring music and Composition
- Listening, Reflecting and Appraising

In our weekly singing lessons, children will develop their vocal technique and choral skills. They will learn to sing confidently in a variety of styles, communicate mood and meaning, and perform harmony parts accurately. Emphasis will be placed on reading music, singing from memory, and delivering expressive performances for special occasions.

Throughout the academic year, children will have numerous performance opportunities, including the Harvest Festival, Nativity, MK Festival, Spring Concert and end of year celebrations. These events will help them refine their listening skills, ensemble awareness, and stage presence.

These varied musical experiences not only enhance their musical proficiency and interpretative understanding but also foster confidence, collaboration, and a lifelong appreciation for the performing arts.

Alongside preparing for performances the students will develop a range of skills by following some of the curriculum below throughout the year:

- **Following Traditional Notation and Composing**
  Students will focus on following traditional notation and composing using instruments. They will identify notes in C, F, and G major scales, use aural skills to find melodies as a class, and learn to follow traditional notation while being introduced to Bb and F#. Additionally, students will rehearse rhythmic accuracy and compose in groups.

- **Developing Aural Skills**
  In this topic, students will develop their aural skills by studying Holst's "Mars". They will explore texture in music, learn to play and accurately repeat drum patterns, write new lyrics to a familiar tune, and create and compose a space map and music using classroom instruments.

- **Creating Music for a Story**
  Students will focus on creating music for a story. They will develop composition skills by writing music for their own version of "Peter and the Wolf" and create their own musical story. Students will consider how different instruments, sounds, and textures can portray particular characters, creatures, or emotions. They will also evaluate, improve, and perform their compositions.

Subject: PSHEE

Personal, Social, Health and Economic (PSHE) Education helps students develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. Evidence shows that PSHE programmes can have a positive impact on both academic and non-academic outcomes for students.

The PSHE provision at Thornton College Junior School is a 'spiral curriculum' meaning that specific learning builds for students as they move through the school, gradually expanding and deepening their knowledge, skills and attributes as it increases in complexity. The learning opportunities that all students will encounter during the academic year have been divided into three core themes: **Health & Wellbeing; Relationships; Living in the Wider World.**

All PSHE teaching takes place in a respectful, safe learning environment and is underpinned by our school ethos and values. The curriculum content complies with the statutory requirements for Primary Relationships and Health Education and is in line with best practice and consultation with the PSHE Association. It incorporates the statutory learning outcomes for Relationships Education, ensuring pupils are taught about healthy relationships, families, caring friendships, respectful behaviour, and online safety.

Health & Wellbeing

- **Healthy Lifestyle:** making healthy choices about food and activity, recognising different feelings, and learning simple strategies to manage feelings
- **Growing & Changing:** setting simple goals, understanding growth and change, developing increasing independence, learning correct names for body parts
- **Keeping Safe:** understanding privacy and personal boundaries in different contexts, recognising safe and unsafe situations, and knowing how and when to ask for help

Relationships

- **Feelings & Emotions:** understanding that behaviour, bodies, and feelings can be hurt, recognising how our actions affect others
- **Healthy Relationships:** developing cooperation skills, understanding appropriate and inappropriate touch, recognising teasing and bullying and how to respond
- **Valuing Difference:** respecting similarities and differences in others, sharing views and ideas respectfully
- **Online Relationships & Safety:** an introduction to safe and respectful online behaviour and knowing who to talk to if worried

Living in the Wider World

- **Rights & Responsibilities:** understanding and following group rules, showing respect for others, learning about different communities
- **Environment:** recognising the importance of looking after the local environment
- **Money:** understanding where money comes from, making simple choices, and keeping track of money saved and spent

Subject: Physical Education

Working with Miss Bates and P.E. Staff.

During Key Stage 1 the students have a scheme of work for P.E. based on the following activities:

- Games
  - striking and fielding
  - netball skills
  - hockey skills
  - fundamental movement skills
- Athletics
- Dance

Through each element the students should learn about:

- acquiring and use of skills in a variety of settings
- selecting and applying skills, tactics and ideas into cooperative and competitive situations
- working co-operatively with others
- following rules and instructions.
- Developing a sense of fair play

Games
In this unit children improve and apply their basic skills in modified games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.

In all games activities, children think about how to use skills, strategies and tactics to get an advantage over the opposition.

There is a focus on continuing to develop hand eye co-ordination in particular, as well as their fundamental movement sills, e.g. agility, control and balance.

Athletics
In this unit, children continue to develop their running, jumping and throwing skills and refine them into more specific techniques. They also prepare for Sports Day events.

Dance
In this year, the girls continue to add to their knowledge of Dance vocabulary, as well as developing further their musicality and performance skills. The students learn to work co-operatively as a group, sharing ideas and choreographing their own short phrases.

Subject: Religious Education

For Religious Education, we follow the new national 'Religious Education Directory'. The topics covered, with a brief outline, are:

Michaelmas Term

Branch 1: Creation and Covenant - Story of Noah

Branch 2: Prophecy and Promise - Infancy of Jesus, Advent

Lent Term

Branch 3: Galilee to Jerusalem - Parables and miracles, Baptism.

Branch 4: Desert to Garden – Lent, a time of reconciliation and forgiveness. The sacrament of Reconciliation.

Trinity Term

Branch 5: To the End of the Earth - Ascension and Pentecost, the Gifts of the Holy Spirit.

Branch 6: Dialogue and Encounter - Dialogue = The Parable of the Good Samaritan. Pope Francis' encyclical 'Fratelli Tutti' – Who is my neighbour?

Encounter - How do Jewish communities live out their beliefs?

Subject: Science

Working Scientifically

Girls build on the scientific methods and skills they began to learn in Year 1, as they continue to make observations of the world around them, and ask questions about what they observe. They will extend their use of simple scientific equipment, beginning to use measuring tools such as timers, stopwatches, tape measures and scales, and they will develop their data handling skills, recording data in various simple formats such as tables and lists. They will begin to think for themselves about the best way to find the answer to a scientific question, and they will become more experienced at sorting, grouping and classifying objects. Scientific equipment will increase in complexity and involves and increasing amount of measurement with units. Data recording with graphing increases. This thorough grounding will provide children with a good foundation for the more detailed investigations, tests and data-collection which they will begin to take part in from Year 3.

Living Things and Their Habitats*

Children will begin to learn about the characteristics and life processes shared by all living things, and will think about the main differences between things that are alive, that are dead, and that have never been alive. They will show their ability to work scientifically by classifying things according to whether they are alive, dead or non-living. With help, they will learn how to explain their reasons for placing things in different categories. They will continue to build on this logical categorisation of objects in their work in Year 3. The girls begin to understand what is meant by 'habitat' and 'micro-habitat', and will study a range of different plants and animals in the Thornton environment and beyond. They will also be encouraged to compare animals in a range of habitats to see how living things depend on each other, learning about simple food chains as part of this work. They will demonstrate that they can work scientifically by recording their observations, comparing how different animals are suited to life in their habitats, and drawing and labelling a simple food chain. The girls will maintain a wide variety of plants using their classroom planters, including those grown for a purpose (e.g. runner beans), those grown from seed (e.g. broad bean) and those grown from bulbs (e.g. crocus, tulip, daffodil).

<u>Michaelmas Term</u>

Plants

Children will build on their observations and categorisation of different types and features of plants from Year 1. They will look at how plants grow, beginning with seeds and bulbs, and find out about the conditions plants need in order to grow and stay healthy. They will conduct simple comparative experiments and tests to demonstrate this, and will record their results with increasing accuracy. Children's findings in Year 2 will prepare them for a more detailed study of the conditions needed for plant growth, in Year 3.

Uses of Everyday Materials

Children will build on the work begun in Year 1, by learning about the different uses of specific materials such as metal, wood, plastic, glass etc. They will help to design tests and experiments to show some of the basic properties of different materials and how they can be used. They may also find out about scientists and inventors of new materials, and why their discoveries were so useful. They will work scientifically by observing, identifying and classifying the uses of different materials, both in and around the school and elsewhere in the world around them. They will continue to explore properties of materials in their work on magnetic forces in Year 3.

Lent Term

Living Things and Their Habitats

Children will begin to learn about the characteristics and life processes shared by all living things, and will think about the main differences between things that are alive, that are dead, and that have never been alive. They will show their ability to work scientifically by classifying things according to whether they are alive, dead or non-living. With help, they will learn how to explain their reasons for placing things in different categories. They will continue to build on this logical categorisation of objects in their work in Year 3.

The girls begin to understand what is meant by 'habitat' and 'micro-habitat', and will study a range of different plants and animals in the Thornton environment and beyond. They will also be encouraged to compare animals in a range of habitats to see how living things depend on each other, learning about simple food chains as part of this work. They will demonstrate that they can work scientifically by recording their observations, comparing how different animals are suited to life in their habitats, and drawing and labelling a simple food chain. The girls will maintain a wide variety of plants using their classroom planters, including those grown for a purpose (e.g. runner beans), those grown from seed (e.g. broad bean) and those grown from bulbs (e.g. crocus, tulip, daffodil).

Trinity Term

Animals, Including Humans

Children will find out what humans and other animals need in order to grow and to survive. They will find out about animal life cycles, but with an emphasis on how animals grow and change as they age, rather than on reproduction. They will begin to learn about the important factors which help humans stay healthy, including exercise, a balanced diet, and hygiene. Children will work scientifically by observing animals and humans at first hand or using secondary sources, and by thinking of good questions about how animals grow and survive, and suggesting possible ways of finding out the answers to their questions.

Science Learning Outside the Box (LOB)

Where possible children will carry out *cross-curricular activities* in order to develop further their exploratory and personal learning skills and assess the development of their scientific skills alongside. These tasks, set in familiar contexts, help to develop children's higher order thinking skills.

Science Learning Outside the Classroom (LOC)

Learning outside the classroom is a vital part of education for students in the 21st century. It is our belief that we should utilise the school and its environment as much as possible. Units marked * are taught throughout the year and students explore the outdoor environment as much as possible as a stimulus for their science learning.