

# Can you always see things grow?

# Spring Term 2 2025

# Landaviddy (Y2/Y3)

**Computing**

**Computing Systems and Networks 1: Networks**

**Computer Science**

- Learn about the purpose of routers.
- Understand the role of the key components of a network.
- Understand that websites & videos are files that are shared from one computer to another.
- Learn about the role of packets.
- Understand how networks work and their purpose.
- Identify the key components within a network, including whether they are wired or wireless.
- Recognise links between networks and the internet.
- Learn how data is transferred.

**Key Vocab:**

Device, file, internet, network, network switch, packet data, router, server, the cloud, user, wi-fi, wired, wireless, wireless access point

**French**

**Le Petit Chaperon rouge – Little Red Riding Hood**

**Intercultural Understanding**

- Talk about celebrations in other cultures (poisson d'avril)

**Listening**

- Listen and respond to familiar spoken words, phrases and sentences

**Speaking**

- Speak aloud familiar words or short phrases in chorus

**Reading**

- Recognise and understand familiar written words and short phrases in written text
- Read aloud familiar words or short phrases in chorus

**Writing**

- Begin to apply phonic knowledge to support writing

**Grammar**

- Be aware of the forms of word classes e.g. nouns, adjectives, and verbs
- The definite article
- 3<sup>rd</sup> Person
- gender

**Key Vocab:**

Petit Chaperon rouge - Little Red Riding Hood; la maison - the house; la grand-mère - the grandmother (formal); le loup - the wolf; le bûcheron - the woodcutter; la forêt - the forest; les parents - the parents; des gateaux - some cakes; la bouche -the mouth; le nez - the nose; les yeux -the eyes; les pieds - the feet; la tête - the head; les oreilles - the ears; les genoux - the knees; les épaules - the shoulders; le corps - the body

**Science**

**Plants**

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

**Key Vocab:**

Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, light, shade, sun, water, grow, healthy, germinate, photosynthesis, pollen, pollination, seed formation, dispersal

**Art**

**Painting**

- Create and experiment with shades of colour and name some of these
- Experiment with watercolour techniques to create different effects
- Tint and tone colours
- Control a brush to create shape and detail.
- Mix colours to match skin tone.
- Mix a range of colours in the colour wheel
- Create palettes to match images
- Identify what colours work well together
- Create a background using a wash
- Use a range of brushes to create different effects

**Collage**

- Interpret an object through collage
- Apply a range of different kinds of media to embellish and add details on their collage and explain what effect this has
- Overlap materials
- Use collage as a tool to develop a piece in mixed media
- Use collage to create a mood boards of ideas

**Key Vocab:**

Collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture

**PE**

**Gymnastics**

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

**Striking and Fielding**

- I am beginning to provide feedback using key words.
- I am developing underarm and overarm throwing skills.
- I can hit a ball using equipment with some consistency.
- I can track a ball and collect it.
- I can use simple tactics.
- I know how to score points and can remember the score.
- I understand the rules of the game and can use these to play fairly in a small group.

**Key Vocab:**

Balance, direction, level, link, pathway, pike, roll, sequence, shape, speed, star, straddle, tuck, backstop, batter, batting, bowler, collect, fielder, fielding, hit, out, rules, runs, stump, tactics, teammate, track

**PSHE**

**Healthy Me**

- Being Healthy
- Being Relaxed
- Medicine Safety
- Healthy Eating
- Healthy Eating
- Happy, Healthy Me!

- Being Fit and Healthy
- Being Fit and Healthy
- What Do I Know About Drugs?
- Being Safe
- Safe or Unsafe
- My Amazing Body

**Key Vocab:**

Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious, oxygen, calories/kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, drugs, attitude, safe, anxious, scared, strategy, advice, dangerous, emergency, ambulance, fire engine, police car, coastguard helicopter, harmful, risk, feelings, complex, appreciate, body, choice

**History**

**Changes in Technology**

**Historical Enquiry**

- Recall different ways in which the past is represented
- Ask questions and find out answers about the past
- Use a wide range of sources, including trips and eye witness accounts to build a picture about the past
- Communicate understanding of the past in a variety of ways
- Ask questions and find answers about the past from a range of sources such as 'how did people ....? What did people do for ....?'
- Explore the idea that there are different accounts of history and why they exist
- Suggest why certain events happened as they did

**Understanding of events, people and changes in the past (Historical concepts and perspectives)**

- Use information given to describe events and people beyond living memory
- Compare and contrast the differences within a locality, over time
- Give reasons why a significant person in the past may have made decisions in order to bring about change
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why.
- Use evidence to find out about change during a time period
- Identify reasons for and results of peoples actions in the past
- Identify similarities and differences between different periods e.g. social, belief, local, individual

**Communication**

- Describe objects, people or events in history, building on others ideas and discussions
- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT
- Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions

**Key Vocab:**

After, before, different, evidence, modern, new, now, old, past, present, same, technology, then, today, timeline

**RE**

**Salvation**

**Making Sense of Beliefs:**

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)

**Understanding the Impact:**

- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter

**Making Connections:**

- Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

**Key Vocab:**

Easter, resurrection, crucifixion, candles, lamb, lent, egg and hare, commemorates, rebirth, Passover, hot cross buns, worship, ceremonies, bible, Christianity

**Music**

**Performing**

**Using their voice**

- Have more control over their breathing, dynamics and diction
- Sing songs in a variety of styles with increasing confidence including some from memory

**Using instruments**

- Show control in maintaining a steady beat, changing tempo and changing dynamics
- Perform a repeated two-note ostinato to accompany a song
- Follow a leader to start and stop together
- Keep a steady beat individually or in a group
- Play using symbols including graphic and traditional notation
- Follow simple hand directions from a leader
- Perform with awareness of others

**Explore and Compose**

- Understand how different sounds are made (tapping, blowing, scraping)

**Listen, Reflect, Appraise**

- Listen with increased concentration
- Recognise how sounds are made (tapping, scraping, hitting etc)
- Recognise changes in tempo, dynamics and pitch
- Begin to use musical terminology to describe mood (the mood is sad because the music is very slow)
- Listen with concentration to longer pieces/ extracts of music
- Listen to live and recorded music commenting on beat (stead/ non steady), specific patterns in tune or rhythm, tempo, dynamics and mood and using appropriate terminology
- Recognise familiar instrumental sounds in music (guitar, violin, drums etc.)
- Identify repetition in music or a song

**Key Vocab:**

List of vocabulary associated with topic