

Y2 Term 2

English	The Girl with the Yellow Bag The Owl Who Was Afraid of the Dark	Maths	Subtraction Length
Science: Animals including Humans			
NC objectives from curriculum progression Children will be taught to: <u>Scientific Knowledge</u> *notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) *describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Scientific Enquiry Skills</u> *ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other. *suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes. *conduct a simple test, e.g. setting up comparative tests to show that plants need water and light. *examine carefully, e.g. using a hand lens. *draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb. *collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed. *identify and group key outcomes from an enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms. *answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications. <u>Notes and guidance (non-statutory)</u> <i>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i> <u>Pupils might work scientifically by:</u> -observing, through video or first-hand observation and measurement, how different animals, including humans, grow -asking questions about what things animals need for survival and what humans need to stay healthy -suggesting ways to find answers to their questions -using their senses to compare different textures, sounds and smells.			
History/Geography: The Great Fire of London			
NC objectives from curriculum progressions Children will: <u>Historical Knowledge</u> *learn about the events of the Great Fire of London *sequence the events of the Great Fire of London *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past, 17th century, 1600s, Stuarts, Tudors, King Charles *learn about significant historical people: Samuel Pepys, John Evelyn and Christopher Wren <u>Historical Concepts</u> *identify similarities and differences between life in the Stuart period and now, particularly in terms of housing *identify why the fire started and the consequences that it had			

Historical Enquiry

*ask and answer questions about the past and identify how best to answer them

*read and compare eyewitness accounts (diaries) of the fire, examining their importance as a historical source

Geographical Knowledge

*name and locate the four countries of the UK and their capital cities

Geographical Understanding

*use some basic geographical vocabulary to refer to physical and human features: river, coast, sea, city, house

Geographical Enquiry

*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; and basic symbols in a key

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
All About Exercise leaflet		Talk from the 'owl man' KIC Theatre workshop - PSHE

Art/DT: Art – Owl Sculptures (Modelling)

Children will:

Appreciate and Gain Knowledge

*explore a range of owl sculptures, identifying where, when and by whom some of them were made

*describe the properties of clay; techniques that can be used with clay and the tools that can be used

Research and Design

*explore owl sculptures from images, making sketches

*design an owl sculpture; use simple labelling

*try out ideas using playdoh

Experiment and Create

*choose techniques for shaping the clay and marking it to create an owl sculpture

*use appropriate tools

*select materials from the natural environment to create desired effects

Evaluate

*explore and discuss images of owl sculptures at the start of the unit

*evaluate sculptures produced (their own sculptures and those of other children)

ICT: We are programmers: use Scratch Jnr on iPads and use of BBC Bitesize KS1

Children will be taught:

Computer Science

*that common sequences of instructions or sets of rules can be thought of as algorithms – milkshake recipe (video) and writing an algorithm to direct a friend across the classroom

*to create programs on screen as sequences of instructions using ScratchJr.

*to create a simple program on screen using ScratchJr with a goal or purpose in mind (examples include moving a car across the city, getting the sun and moon to rise...)

*how to debug any errors in their code as they create their programs on ScratchJr

E-safety – Privacy and Security (Project Evolve)

PSHE: Keeping Healthy

Children will be taught :

H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequence

H8. about the process of growing from young to old and how people's needs change

H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring

H11. that household products, including medicines, can be harmful if not used properly

R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

PE

Indoor PE

Gymnastics (Multi-Ability Focus: Personal)

Outdoor PE

Real PE and Outdoor/Adventurous (Multi-Ability Focus Social)

Music

Music Express: Duration, pulse and rhythm

Great fire of London

<https://www.bbc.co.uk/programmes/p03xnzb3>

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

*recognise that some people believe God created the world and so we should look after it (A2).

*re-tell Bible stories and stories from another faith about caring for others and the world (A2).

*talk about how religions teach that people are valuable, giving simple examples (B1).

*identify ways that some people make a response to God by caring for others and the world (B1).

*use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).

*talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)

*talk about issues of good and bad, right and wrong arising from the stories (C3).