

Y2 Term 3

English	NCR – Nocturnal Animals, Dragon Little Red Riding Hood - Recounts	Maths	Fractions, Measure and Shape Mass and Graphs
Science: Living Things and their Habitats			
NC objectives from curriculum progression Children will be taught to: <u>Scientific Knowledge</u> *explore and compare the differences between things that are living, dead, and things that have never been alive *identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other *identify and name a variety of plants and animals in their habitats, including microhabitats *describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <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>Non-statutory guidance</u> <i>Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</i> <u>Pupils might work scientifically by:</u> -sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts -describing how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions -constructing a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.			
History/Geography: What an Achievement!			

NC objectives from curriculum progressions

Children will:

Historical Knowledge

*learn about the achievements of Florence Nightingale, Mary Seacole and Edith Cavell

*sequence their achievements in chronological order on a timeline

*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, Crimean War, WWI, 19th century, 20th century

Historical Concepts

*identify similarities and differences between conditions and treatments in the Crimean War, WWI and today ; and between conditions before and after the nurses' improvements

*identify the significance and impact of the nurses' improvements and achievements, in both the short- and long-term

Historical Enquiry

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

*use and evaluate a range of sources: photographs, eyewitness accounts (diaries and letters), secondary sources

Geographical Enquiry

*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 (those relevant to the historical figures studied)

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
Write a letter to the YGL to describe the achievements of the 3 nurses Research skills Information writing	Data collection in ICT	Talk from a modern day nurse KIC Theatre workshop - Florence Nightingale

Art/DT: Art – Portraits (Lichenstein/Klee; chalk, charcoal, paint)

Children will:

Appreciate and Gain Knowledge

*compare a range of pictures of people: photographs of Florence Nightingale, portraits by Klee and Lichenstein

*compare different materials, colours and processes used and the different effects created

Research and Design

*make sketches

*research and identify Klee's use of 'hot' and 'cold' colours: label pictures/sketches

Experiment and Create

*experiment with use of charcoal and chalk and effects that can be created

*choose colours and techniques to create contrasting 'hot' and 'cold' effects

Evaluate

*express and justify opinions of portraits by Klee and Lichenstein

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

ICT: We are Zoologists: record bug hunt data

Children will be taught:

Information Technology

*to use a range of digital technologies to retrieve, organise and store digital content – ipads to photograph minibests.

*to use questions to sort and classify objects.

*to create and edit original content for a given purpose using digital technology – editing photos of chicks (to link with art topic) and create and edit a presentation

Digital Literacy

*that there are a number of purposes for which IT is used beyond school, for example, that the web is made up of information shared by people and organisations; that scientists use

computers when collecting and analysing data.

*how to keep themselves safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the web and that they should close the lid of a laptop (or similar action) if they find inappropriate images. They should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission and acknowledgement.

E-safety – Online Relationships and Online Reputation (Project Evolve)

PSHE: Keeping Safe

Children will be taught:

H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety

H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

H14. about the ways that pupils can help the people who look after them to more easily protect them

H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets

L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

PE

Indoor PE

Gymnastics (Multi-Ability Focus: Creative)

Outdoor PE

Striking and Fielding (Multi-Ability Focus: Cognitive)

Music

Music Express: Exploring instruments and symbols

Florence Nightingale

<https://www.youtube.com/watch?v=HH6F20CojK4>

RE:

This unit will enable children to:

*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).

*identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).

*recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).