

Y2 Term 5

English	Story writing -Flower -Tell me a Dragon	Maths	Revision, Evidence collection
Science: Plants			
NC objectives from curriculum progression Children will be taught to: <u>Scientific Knowledge</u> *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. <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 use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.</i> <u>Pupils might work scientifically by:</u> <i>-observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</i>			
Geography: Jamaica			
NC objectives from curriculum progression Children will be taught to: Geographical Knowledge *name and locate the world's seven continents and five oceans Geographical Understanding *identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, comparing the weather of Jamaica and the UK *understand geographical similarities and differences in terms of human and physical features of Jamaica and the UK *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 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key *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 (PE)			

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
		Observing plants and mini-beasts in the school and local environment Hatch eggs to chicks Talk/Q&A with Jamaican parent Virtual visit – Jess Butterworth (author)
Art/DT: DT - Flower Fabric Collages (Textiles)		
Children will: Design *explore a range of ‘fabric pictures’, particularly those of flowers/plants, particularly identifying how they have been made *consider the purpose of their intended product –an attractive pictorial representation of a flower using textiles *develop a simple design criteria for a fabric picture *develop their design ideas through discussion, observation, drawing and modelling, using ICT where appropriate *make simple drawings and label parts (existing products and their own designs) Make *plan by suggesting what to do next *begin to select tools and materials; use vocabulary to name and describe them; explain why they have made these selections *learn how to use needles and scissors safely and appropriately *cut, shape and join fabric to make a simple ‘picture’ *use basic sewing techniques Evaluate At the start of the unit: *evaluate existing fabric pictures/tapestries etc, exploring: - what their purpose is - how they were made - how and where they are used - what materials are used - what they like and dislike about them During the unit: *talk about their design ideas and what they are making, identifying strengths and possible changes they might make At the end of the unit: *evaluate their product against their design criteria, saying what worked well and what could be improved		
ICT: We are games testers: explore how computer games work using Light Bot, The Foos and Kodeable on iPads or Chromebooks		
Children will be taught: Computer Science *to explain what a program will do under given circumstances based on logical reasoning. *to explain why a program does what it does. *that common sequences of instructions or sets of rules can be thought of as algorithms – children draw a monster and then direct a partner to draw it. *to create programs as sequences of instructions when programming on screen, using Light Bot (prepared sprites). *to debug any errors in their own code. Digital Literacy *that they should observe age restrictions on computer games – The Adventures of Kara Winston and the Smart Crew E-safety – Health, Wellbeing and Lifestyle (Project Evolve)		
PSHE: You and Me		
Children will be taught: L8. ways in which they are all unique; understand that there has never been and will never be another ‘them’		

L9. ways in which we are the same as all other people; what we have in common with everyone else R8. to identify and respect the differences and similarities between people
PE
Indoor PE Indoor Athletics (Multi-Ability Focus: Physical) Outdoor PE Invasion Games – Football/Handball (Multi-Ability Focus:Physical) <i>*use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right</i>
Music
Music Express: Exploring timbre, tempo and dynamics Seaside songs
RE: How can we learn from sacred books?
This unit will enable children to: *re-tell stories from the Christian Bible and stories from Islam; suggest the meaning of these stories (A2). *make links between the messages within sacred texts and the way people live (A2). *recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). *ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). *talk about issues of good and bad, right and wrong arising from the stories (C3). *suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).