



<u>Year group: 2</u>	<u>Term: 5</u>		<u>Enquiry Question: What do beaches Have in Common?</u> Bridlington and Sydney
	<u>Essential knowledge:</u>	<u>Essential vocabulary</u>	<u>Skills:</u>
Creative development	<p><u>Art</u></p> <p><u>Sculpture: Lighthouse- Sydney Harbour Bridge</u></p> <ul style="list-style-type: none"> - Know how to transfer an idea to paper using their imagination. - Use drawing and painting to share experiences. - Know how to develop an idea - Know how to discuss their ideas - Have knowledge of different types of sculpture including designers and craft makers. <p><u>Music</u></p> <p><u>Friendship Song</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - To confidently know and sing five songs from memory. - To know that unison is everyone singing at the same time. - Songs include other ways of using 	<p>.</p> <p>Sculpture Manipulate Design and develop materials Imagination</p> <p><u>Friendship Song</u></p> <p>Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch,</p>	<p><u>Art</u></p> <p><u>Sculpture: Lighthouse- Sydney Harbour Bridge</u></p> <ul style="list-style-type: none"> - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. - Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. - Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. <p><u>Music</u></p> <p><u>Friendship Song</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - To learn about voices singing notes of different pitches (high and low). - To learn that they can make different types of sounds with their voices- you can rap (spoken word with rhythm).

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	<p>the voice e.g. rapping (spoken word).</p> <ul style="list-style-type: none"> - To know why we need to warm up or voices. <p><u>Playing</u></p> <ul style="list-style-type: none"> - To learn the names of the notes in their instrumental part from memory or when written down. - To know the names of untuned percussion instruments played in class. 	<p>improvise, compose, perform, audience, melody, dynamics, tempo</p>	<ul style="list-style-type: none"> - To learn to find a comfortable singing position. - To learn to start and stop singing when following a leader. <p><u>Playing</u></p> <ul style="list-style-type: none"> - To treat instruments carefully and with respect. - To learn to play a differentiated tuned instrumental part. - To play in time with the steady pulse. - To listen to and follow musical instructions from a leader.
<p>Knowledge & understanding of the world</p>	<p><u>History/Geography</u></p> <p><u>What do Beaches Have in Common?</u></p> <ul style="list-style-type: none"> - To know what the key features of a place/area are-human and physical - To find places/features on a map and name them. - To understand the need for a key. - To know how to read an infant atlas and large scale OS maps - To know about the characteristics of four countries and capital cities of the UK - To know about the characteristics of Sydney and Bridlington - To know about the history of our local area, the events people and places. - Locate and name on UK map major features e.g. London, River Thames, home location, seas. 	<p>Human and physical features</p> <p>Similarities</p> <p>Differences</p> <p>Beach</p> <p>Cliff</p> <p>Coast</p> <p>Forest</p> <p>Hill</p> <p>Mountain</p> <p>Sea</p> <p>Ocean</p> <p>River</p> <p>Soil</p> <p>Valley</p> <p>Vegetation</p> <p>Season</p> <p>Weather</p>	<p><u>History/Geography</u></p> <p><u>What do Beaches Have in Common?</u></p> <ul style="list-style-type: none"> - Researching skills - To be able to read and interpret a map. - To be able to make observations and comparisons between features - To ask geographical questions



	<p><u>RE Questions, Questions: What are the Big Questions?</u></p> <ul style="list-style-type: none"> - To know about creation stories from different religions. - To develop and understanding that everyone asks Big Questions and that religions may offer different answers to the same question. - To understand that some questions have no simple answers. 	<p>Question God Creation Truth Compare Contrast</p>	<p><u>RE Questions, Questions: What are the Big Questions</u></p> <ul style="list-style-type: none"> - To be able to identify some similarities and difference between creation stories. - To be able to ask Big Questions and suggest some answers.
<p>SMSC</p>	<p><u>Relationships</u></p> <p>Children are taught to identify roles and relationships within a unit and reflect on their place within it.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> - Identify the different members of my family. - Understand my relationship with each of them. - Know why it is important to share and cooperate. - Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. - Know which types of physical contact I like and don't like and can talk 	<p>Family Different Similarities Special Relationship Important Cooperate Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable Friends Point of view Positive problem solving Secret Surprise Good secret</p>	<p><u>Relationships</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Express my appreciation for the people in my special relationships. - Identify some of the things that cause with my friends.

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	<p>about this.</p> <ul style="list-style-type: none"> - Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. - Know how it feels to be asked to keep a secret I do not want to keep. - Know who to talk to about this. - Understand how it feels to trust someone. 	<p>Worry secret Telling Adult Trust Happy Sad Frightened Trust Trustworthy Honesty Reliability Compliments Celebrate Positive Negative Appreciate</p>	
<p>Scientific & technological understanding</p>	<p><u>Science</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> - To know the needs of plants to grow and stay healthy - To be able to name the parts of a plant. - Know the names of plants and their surroundings. - How to use observational skills to talk about how plants grow into mature plants - Know how to identify, bulb, seed, plant 	<p>Observations Healthy Mature plants Seeds Roots Minerals Seedling Temperature bulbs suitable</p>	<p><u>Science</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> - Recording data - Make observations - Research - Taking temperatures and using simple equipment



	<p><u>Computing</u></p> <p><u>Presenting Ideas (Unit 2.8)</u></p> <ul style="list-style-type: none"> - To explore how a story can be presented in different ways - To understand that digital content can be represented in many forms - To know how to use a range of software to manipulate and present digital content and information 	<p><u>Presenting Ideas (Unit 2.8)</u></p> <p>Digital content Present Quiz Non-fiction Fact file</p>	<p><u>Computing</u></p> <p><u>Presenting Ideas (Unit 2.8)</u></p> <ul style="list-style-type: none"> - To make a quiz about a story or a class topic using 2Quiz - Talk about work completed and make improvements to solutions based on feedback received - To make a fact-file on a non-fiction topic - To make a presentation to the class - Collect, organise, present data and information in digital content and information - Extract information from a 2Connect file to make a publisher fact-file on a non-fiction report
<p>Physical development</p>	<p><u>Physical Development</u></p> <p><u>Throwing and Catching (Unit 2.5)</u></p> <ul style="list-style-type: none"> - Learn skills for playing striking and fielding games - Know how to throw a ball underarm with accuracy - Know the correct technique for striking a ball from a tee - Know the best technique for catching - Explore catching different balls - Know the overarm throw technique and when to use it <p><u>Cool Core (Unit 2.5)</u></p> <ul style="list-style-type: none"> - Know how to develop and improve core strength and agility 	<p><u>Throwing and Catching (Unit 2.5)</u></p> <p>Underarm Bounce Sideways Circuit</p> <p><u>Cool Core (Unit 2.5)</u></p> <p>Agility Bridge Core strength</p>	<p><u>Physical Development</u></p> <p><u>Throwing and Catching (Unit 2.5)</u></p> <ul style="list-style-type: none"> - Practise and develop catching skills - Position the body to strike a ball - Practise striking a small ball - Receive and return the ball - Throw a ball a distance <p><u>Cool Core (Unit 2.5)</u></p> <ul style="list-style-type: none"> - Use arms effectively whilst running - Improve plank technique



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	<ul style="list-style-type: none"> - Understand what a crunch does - Understand why squats are valuable exercises to do 	<p>Hoop Hopscotch Squat</p>	<ul style="list-style-type: none"> - Maintain a wheelbarrow walk for a longer period of time using core strength - Perform a small crunch - Perform an activity/game that uses the abdominal - Perform a squat and diagonal body twist - Transfer weight from one foot to two feet - Jump with accuracy using core strength to maintain balance
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<u>Guided Reading and Other Linked Texts</u>	<u>Previous Learning Links</u>	<u>Adaptations for SEND:</u>	<u>Key Questions:</u>
Fantastic Mr Fox	What is special about our area? Geography	Using artefacts to generate discussion Visual stimulus. Video clips School trips	What makes beaches different from each other? How can we define what a beach is? Which factors have an effect how a beach looks?