

<u>Year group: 2</u>	<u>Term: 6</u>		<u>Enquiry Question: Why wouldn't a pirate make a good friend?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><u>Art</u></p> <p><u>Pirate Ship</u></p> <ul style="list-style-type: none"> - Know how to design and make a range of products creatively, using many different materials. - To know how to use line, shape, form and space within artwork. - To know how to evaluate their own work and have opinions on others work. <p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - To know five songs off by heart. - To know some songs have a chorus or a response/answer part. - To know that songs have a musical style. 	<p>Scale Artefacts 3D Evaluation Tone Surface Model Cut Stick Fold Bend Attach Assemble</p> <p><u>Reflect, Rewind and Replay</u></p> <p>Early music, Baroque, Classical, Romantic, 20th Century, pulse, rhythm, pitch, tempo, dynamics, staves, clefs,</p>	<p><u>Art</u></p> <p><u>Pirate Ship</u></p> <ul style="list-style-type: none"> - Work on a range of scales e.g. large brush on large paper etc. - Mix and match colours using artefacts and objects. - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in their future work. - Use ICT to produce artwork. <p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. - To learn how songs can tell a story or describe an idea.



		crotchet, minim, bar, barline	
Knowledge & understanding of the world	<p><u>History/Geography</u></p> <p><u>Why Wouldn't a Pirate Make a Good Friend?</u></p> <ul style="list-style-type: none"> - To have the knowledge to name and locate the world's seven continents and five oceans. - To know the compass points and use a simple compass. - To know the meaning of positional vocabulary - To find places/features on a map and name them. - To understand the need for a key. - Use simple compass directions and locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map. <p><u>RE</u></p> <p><u>Questions, 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>Near Far Location Direction Human and physical features Similarities Differences Beach Cliff Coast Sea Ocean River Season Weather</p> <p>Question God Creation Truth Compare Contrast</p>	<p><u>History/Geography</u></p> <p><u>Why Wouldn't a Pirate Make a Good Friend?</u></p> <ul style="list-style-type: none"> - To have the skills to follow directions (as yr 1 and inc'. NSEW) - To have the skills to use a globe to find land/sea. - 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</u></p> <p><u>Questions, questions, questions: What are the Big Questions?</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Identify some similarities and difference between creation stories. - Ask Big Questions and suggest some answers.

<p>SMSC</p>	<p><u>Changing Me</u></p> <p>Children will learn to recognise changes and life cycles in nature. This will be used to inform their understanding of growth from young to old.</p> <ul style="list-style-type: none"> - We will achieve this whilst learning to: - Recognise cycles of life in nature. - Understand there are some changes that are outside my control and can recognise how I feel about this. - Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. - Understand there are different types of touch and can tell you which ones I like and don't like. - Understand that this is not in my control. 	<p>Change Grow Life cycle Control Baby Adult Fully grown Old Young Change Respect Appearance Physical Toddler Teenager Independent Timeline Freedom Responsibilities Boy/male Girl/female Vagina Penis Testicles Public Private Touch Texture Cuddle Hug Squeeze Like</p>	<p><u>Changing Me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Tell you about the natural process of growing from young to old. - Identify people I respect who are older than me. - Feel proud about becoming more independent. - Be confident to say what I like and don't like and can ask for help. - Identify what I am looking forward to when I am in Year 3.
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		Dislike Acceptable Unacceptable Comfortable Uncomfortable	
Scientific & technological understanding	<p><u>Science</u></p> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> - To know that that animals, including humans, have offspring which grow into adults - To know about the basic needs of animals, including humans for survival (water, food and air). - To know about a humans basic needs including food and exercise, being healthy and having good hygiene. <p><u>Computing</u></p> <p><u>Questioning (Unit 2.4)</u></p> <ul style="list-style-type: none"> - To know a range of yes or no questions to help separate different items - To know what is meant by a binary 	<p>Observations Healthy Hygiene Survival Basic needs offspring exercise</p> <p><u>Questioning (Unit 2.4)</u></p> <p>Database Binary Tree Search tool Information</p>	<p><u>Science</u></p> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> - Use research to make predictions and support ideas. - Make observations. - Record data appropriately linked to the observations made. <p><u>Computing</u></p> <p><u>Questioning (Unit 2.4)</u></p> <ul style="list-style-type: none"> - To use yes or no questions to separate information - Use 2Question to answer questions (binary tree) - Sort questions using a binary tree - Use a database to answer more complex search

	<p>tree</p> <ul style="list-style-type: none"> - Understand what is meant by a database - Know how to use the search tool to find information - Explore pictograms and the features of the information provided <p><u>Design Technology</u></p> <p><u>Preparing Fruit and Vegetables for a Picnic</u></p> <p>Design:</p> <ul style="list-style-type: none"> - Experience common fruit and vegetables undertaking sensory activities i.e. appearance, taste and smell. - Understand where a range of fruit and vegetables come from. - Understand and use the basic principles of a healthy and varied diet <p>Make:</p> <ul style="list-style-type: none"> - Know how to use simple utensils and equipment to prepare food safely (e.g. peel, cut, slice, squeeze and grate). <p>Evaluate:</p> <ul style="list-style-type: none"> - Know how to evaluate ideas and finished products against the design 	<p>2Questions Complex Pictogram</p> <p>Fruit Vegetable Nutrients Salad Pith Sensory evaluation Kebab</p>	<p>questions</p> <ul style="list-style-type: none"> - Use the search tool to find information - Show that the information provided on pictogram is of limited use beyond answering simple questions <p><u>Design Technology</u></p> <p><u>Preparing Fruit and Vegetables for a Picnic</u></p> <p>Design:</p> <ul style="list-style-type: none"> - Generate initial ideas and design criteria through investigating a variety of fruit and vegetables - Communicate ideas through talking and drawings - Design appealing products and for a particular user based on simple design criteria - Use the basic principles of a healthy and varied diet to prepare dishes. <p>Make:</p> <ul style="list-style-type: none"> - Select and use the appropriate equipment and utensils to prepare food safely. - Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluate:</p> <ul style="list-style-type: none"> - Evaluate ideas against the original design criteria and
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	criteria, including intended user and purpose.		determine if it's 'fit for purpose' <ul style="list-style-type: none"> - Taste and evaluate a range of fruit and vegetables to determine the intended user's preference.
Physical development	<p><u>Physical Development</u></p> <p><u>Active Athletics (Unit 2.6)</u></p> <ul style="list-style-type: none"> - Learn the best jumping techniques for distance - Know how to throw safely and for distance <p><u>Fitness Frenzy (Unit 2.6)</u></p> <ul style="list-style-type: none"> - Know how to complete a circuit of activities - Understand the purpose of a circuit and how it can improve fitness 	<p><u>Active Athletics (Unit 2.6)</u></p> <p>Balance Power Speed Hurdle Distance Speed Relaxed Obstacle</p> <p><u>Fitness Frenzy (Unit 2.6)</u></p> <p>Basic circuit moves Running Jumping jacks Ball pass Jumping from side to side</p>	<p><u>Physical Development</u></p> <p><u>Active Athletics (Unit 2.6)</u></p> <ul style="list-style-type: none"> - Run with agility and confidence - Run with a change of speed - Run in a relaxed way and with balance when jumping over an obstacle - Run for distance - Change direction when running, while maintaining balance - Use arms when jumping - Jump with balance and fluency - Throw different objects in a variety of ways - Hurdle an obstacle and maintain effective running style - Use skills learned in lessons and complete an obstacle course <p><u>Fitness Frenzy (Unit 2.6)</u></p> <ul style="list-style-type: none"> - Demonstrate the correct technique for activities - Perform simple patterns of movement - Develop agility and coordination - Demonstrate good technique while skipping - Observe and comment on others' performance - Master basic movements as well as developing ABC - Perform using simple movement patterns - Improve core-strength and hand-eye-coordination

Summer 2



<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	Are all beaches the same? Geography.	Using artefacts to generate discussion Visual stimulus. Video clips School trips	What is a pirate? In which continents and oceans might you find a pirate? How do we know if someone is a good friend? Why do we need good friends?