



SEAFORD PRIMARY SCHOOL

Year 2 Term 5

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| <p>Topic Title- Where the Wild Things Are! This topic is also taught throughout term 6.</p> | | |
| <p><u>History</u> <u>No specific history link this term.</u></p> | <p><u>Geography –</u></p> <p><u>Knowledge</u> to describe the location of features and routes on a map</p> <p><u>Key Skills:</u></p> <p>To devise a simple map (draw a map of a real place). To Use aerial photographs (introduce a plan view).</p> <p><u>Enquiry:</u></p> | <p><u>Science</u> observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • Using their observations and ideas to suggest answers to questions. <p>Gathering and recording data to help in answering questions.</p> |
| <p><u>English</u> <u>Text/Genres</u> Instruction writing (1 week) Persuasive letters (1 week) Fiction writing (2 weeks) Gruffalo's Child Non-chronological reports (1 week)</p> <p><u>Writing Opportunities</u> Instructions about looking after wildlife areas Report on wildlife areas Letters to site manager Gruffalo character description/setting description Book review</p> | <p><u>Maths (opportunities for maths links)</u> Money Multiplication Division Time - Hours and days. Find durations of time. Compare durations of time Missing number problems Adding, subtracting and place value.</p> | <p><u>Computing</u> <u>E-Safety</u> To understand the term 'cyberbullying' and what we need to do if we feel we are being bullied</p> <p><u>Branching Databases</u> To understand that we can use technology to share data.</p> |

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| <p>Design Technology Design and Make</p> <p>Design a plant and create a seed packet identifying what the plant needs to survive</p> | <p>Art and Design Knowledge</p> <p>Study the work of work of a range of artists, craft makers and designers.</p> <p>Developing ideas</p> <p>Experiment with an open mind. Share ideas, imagination, experiences, thoughts and feelings.</p> <p>3-D Skills</p> <p>Experiment with modelling clay, card, recycled, found and natural objects. Understand drying times and how to hold things in place to set.</p> <p>Manipulate plasticine and clay in a variety of ways: kneading, shaping and rolling.</p> | <p>P.E Our focus for Term 5 is gymnastics involving planning and creating sequences of jumps and balances. Then we move onto dance, looking at developing rhythmic patterns and imaginative movements.</p> <p>These skills are embedded in all our PE units throughout the year:</p> <p>Skills</p> <p>To move, stop and remain still with balance and clarity of movement and shape. To repeat simple combinations of skills and actions showing coordination and changes in direction and speed. To use a range of skills that make use of equipment with basic consistency and accuracy.</p> <p>Condition, Health and Well-being</p> <p>To be able to use their own and others' ideas for movement, tactics and compositions. To describe how they feel after exercise. To know the importance of physical activity, diet and sleep to make them feel good and well.</p> <p>Decision Making</p> <p>To come up with their own ideas for warming up and practising. To be able to identify skills, actions and parts of sequences that are good quality. To be able to describe the differences and similarities between sequences.</p> |
| <p>RSHE Relationships</p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationships</p> | <p><i>R.E. Belonging</i></p> <p><i>Understand that baptism is being welcomed into the church</i></p> <p><i>Pupils discuss reasons why some people go to mosques, synagogues or churches, often, but other people never go to holy buildings, and why some people pray every day, but others not at all</i></p> <p><i>Linking to RSHE, pupils make lists of the different groups to which they belong, and consider how this contributes to human happiness</i></p> <p><i>Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong?</i></p> | <p>Music</p> <p>Using ICT</p> <p>To be able to record and playback own music, create melodies using music software.</p> |
| <p>Super Start – Trip to school habitats-forest school– observational walk and sculpture making/ clay on trees to make doors /faces etc</p> <p>Magic Middle – Visit to our local library to research our new learning adventure. Planting seeds and growing crops for our school garden</p> <p>Epic End – Visit to local church to learn about Christianity and link to art.</p> <p>Careers link- Facetime a farmer link</p> <p>https://learning.southdowns.gov.uk/wildlife-habitats/south-downs-habitats/farmland/</p> | | |