



SEAFORD PRIMARY SCHOOL

Year 2 Term 6

<p>Topic Title- Where are the wild things!</p>		
<p><u>History</u> <u>Significant people-</u></p> <p><u>Great events -</u></p>	<p><u>Geography - Knowledge</u> To know where our school is located and use a map and aerial photographs to locate it.</p> <p><u>Key Skills:</u> To use large scale OS maps To follow a route and directions on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features ♣ devise a simple map ♣ use and construct basic symbols in a key</p>	<p><u>Science</u> <u>Living things and their habitats</u> Children will learn about- Living and non-living, habitats and simple food chains. Animals and humans Animals and their offspring, basic needs for survival, diet and exercise.</p> <p>The children will notice that animals and humans have offspring which grow into adults Pupils will find out about and describe the basic needs of animals, for survival (water, food and air)</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> Report writing (1 week) Fiction writing (3 weeks)-The Tin Forest Information writing (2 weeks) Debate about the environment <u>Writing Opportunities</u> Recount of trip Character description Setting description Information booklets and factfiles</p>	<p><u>Maths (opportunities for maths links)</u> Measurement of mass, volume/capacity, temperature Shape/position and direction Pattern spotting Multiplication and division problem solving Adding and subtracting problems</p>	<p><u>Computing</u> Taking photos using different devices and editing them effectively on software.</p>
<p><u>Design Technology</u> <u>Design and Make</u> A diorama reflecting a habitat that animals live in.</p>	<p><u>Art and Design- Knowledge</u> Look how artists approach the same theme.</p>	<p><u>P.E -</u> Our focus for Term 5 and 6 is gymnastics involving planning and creating sequences of jumps and balances. Then we move onto dance, looking at developing rhythmic patterns and imaginative movements. These skills are embedded in all our PE units throughout the year: <u>Skills</u></p>

<p>Design and make a bug hotel.</p> <p>Evaluation Evaluate the effectiveness of our designs and the methods we used.</p>	<p>Use language to describe art, e.g. cold blue, angry shapes ...</p> <p>Drawing skills Use a range of different drawing media, e.g. crayon, pencil, graphite, pencil Try new ways of making line and marks to describe texture and form</p> <p>Craft Skills Experiment with collage and cut colours, shapes, textures and images from a range of sources</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. <u>Condition, Health and Well-being</u> 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. <u>Decision Making</u> 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>
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<p>RSHE</p> <ul style="list-style-type: none"> • I can recognise cycles of life in nature • I understand there are some changes that are outside my control and can recognise how I feel about this • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can identify people I respect who are older than me • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I feel proud about becoming more independent • I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. • I understand there are different types of touch and can tell you which ones I like and don't like and how to ask for help if required • I can identify what I am looking forward to when I move to my next class. • I can start to think about changes I will make when I am in Year 3 and know how to go about this 	<p>R.E.</p> <p>Hear and explore traditional and own prayer Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christians or Jewish people believe they can thank God Linking to English, pupils use key words (holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about two different religions or worldviews about which they have learned Pupils respond to a quiet reflection or a guided visualisation by choosing one value they think the world needs more of today from a list of values, and by illustrating their choice in different media</p>	<p>Music</p> <p>Using ICT To be able to record and playback own music, create melodies using music software.</p>
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Super Start – Harvest crops we have grown in the school garden
 Magic Middle – Forest school workshop and campfire
 Epic End – School trip to a wildlife environment to learn about minibeats, classify them, collect data and enjoy pond dipping.