



**SEAFORD PRIMARY SCHOOL**

Year 2 Term 5

<p>Topic Title- <b>Where the Wild Things Are! This topic is also taught throughout term 6.</b></p>		
<p><b>History</b>  <u>No specific history link this term.</u></p>	<p><b>Geography –</b>  <b>Knowledge</b>  to describe the location of features and routes on a map  <b>Key Skills:</b>    To devise a simple map (draw a map of a real place).  To Use aerial photographs (introduce a plan view).    <b>Enquiry:</b></p>	<p><b>Science</b>  <b>Living things and their habitats</b>  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.    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)    <b>Working Scientifically</b>  <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions.</li> </ul> Gathering and recording data to help in answering questions.</p>
<p>English  <u>Text/Genres</u>  Instruction writing (1 week)  Persuasive letters (1 week)  Fiction writing (3 weeks) Gruffalo's Child  Non-chronological reports (1 week)  <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  Menu  Eco week posters/instructions</p>	<p><b>Maths (opportunities for maths links)</b>  Making patterns with shapes  <b>Recap properties shape</b>  <b>Recap fractions</b></p>	<p><b>Computing</b>  <b>E-Safety</b>  To understand the term 'cyberbullying' and what we need to do if we feel we are being bullied  <b>Branching Databases</b>  To understand that we can use technology to share data.</p>
<p><b>Design Technology</b>  <b>Investigate</b></p>	<p><b>Art and Design</b>  <b>Knowledge</b></p>	<p><b>P.E</b> 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><b>Design and Make</b></p> <p><b>Evaluation</b></p>	<p>Study the work of work of a range of artists, craft makers and designers.</p> <p><b>Developing ideas</b> Experiment with an open mind. Share ideas, imagination, experiences, thoughts and feelings.</p> <p><b>3-D Skills</b> 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>These skills are embedded in all our PE units throughout the year:</p> <p><u>Skills</u> 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><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.</p> <p><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><b>PSHE Relationships</b></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> <i>Understand that baptism is being welcomed into the church</i> <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> <i>Linking to PSHE, pupils make lists of the different groups to which they belong, and consider how this contributes to human happiness</i> <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 Using ICT To be able to record and playback own music, create melodies using music software.</p>
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Super Start – Trip to school habitats-forest – observational walk and sculpture making/ clay on trees to make doors /faces etc  
 Magic Middle Drusillas' visitor with creatures  
 Epic End Art exhibition and garden party  
 Careers link-Interview Drusillas member of staff about their job and the jobs of others in the Zoo.  
<https://learning.southdowns.gov.uk/wildlife-habitats/south-downs-habitats/farmland/>