



SEAFORD PRIMARY SCHOOL

Year 2 Term 6

Topic Title- Where are the wild things!		
<p>History <u>Significant people-</u></p> <p><u>Great events -</u></p>	<p>Geography -</p> <p><u>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</p> <ul style="list-style-type: none">♣ devise a simple map♣ use and construct basic symbols in a key <p><u>Enquiry:</u></p>	<p>Science</p> <p>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>English <u>Text/Genres</u> Report writing (1 week) Fiction writing (3 weeks)-The Tin Forest Information writing (2 weeks)</p> <p><u>Writing Opportunities</u> Recount of trip Character description Setting description Information-habitats</p>	<p>Maths (opportunities for maths links)</p> <ul style="list-style-type: none">• Hours and days• Find durations of time• Compare durations of time	<p>Computing</p>

<p>Design Technology Investigate</p> <p>Design and Make</p> <p>Evaluation</p>	<p>Art and Design- Knowledge Look how artists approach the same theme. 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 or sources</p>	<p>P.E 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. 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>PSHE</p> <p>I can recognise cycles of life in nature</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>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.</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I can identify what I am looking forward to when I move to my next class</p>	<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 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/>