Year two: Term 2: Explorers

Concepts			
Global Learning	**SCSM** Children's Mental Health Week – 1-5 February Internet Safety Week – 8-12 February	**The UK -** Local History: Thomas Cook. Patron Saints (St David, St George)	**Celebrations:** • Easter - Lent Feb 17th - Mar 29th / Good Friday 2nd April • Holi - March 28th/29th • Chinese New Year – Year of the Ox – 12th February • St. David's Day - 1St March

	Science	**History/Geography**	**Art**	
Knowledge	*Uses of everyday materials:* • To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**History: Explorers/Travel / Flight** **Pupils are taught about:** • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. • significant historical events, people and places in their own locality. (Thomas Cook)	• To use a range of materials creatively to design and make products • To use drawing and painting to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Portraits – link to history.	
Skills	**Working Scientifically:** Throughout the year pupils should be taught to use the following practical scientific methods, processes and skills through the programme of study content. These objectives can be taught through use of Sam the Scientist but should also be evident during other science lessons: 	To ask simple questions and recognise that they can be answered in different ways.	To observe closely, using simple equipment	To perform simple tests – recognising when a test is fair and planning a fair test.
To identify and classify – classifying according to a given criteria (simple and more complex), developing own criteria.	To use their observations and ideas to suggest answers to questions	To gather and record data to help in answering questions			**Drawing** – Children can: • Draw with increasing pencil control. • Draw with increasing proficiency using a variety of media (pencil, pencil crayons, wax crayon, charcoal, felt pens, pastels, chalk, biro). • Explore the use of light and dark tones in a drawing. • Solidly fill in the outline of a shape. • Draw simple images from observation and imagination. • Create textures in their drawing *(smudge with fingers, use the flat side of the pencil, use stippling, use hashed lines).*	**Painting** - Children can: • Make shades by adding black and tints by adding white (to a colour). • Use a suitable brush to produce marks appropriate to the work e.g. small brush for small marks, large brush for large marks. • Apply paint with increasing control. • Begin to apply colour to convey a mood. • Continue to work on different scales.
Vocabulary	wood, plastic, glass, metal, water, rock, brick, paper, cardboard, hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent, solid, squashing, bending, twisting and stretching.	New, young, younger, youngest, old, older, oldest, years ago, before, after, long ago, ancestor, modern, recent, similar, same, decade, century, millennium, period, began, first, timeline, calendar, next, then, finally, different, ancient, BC, AD, artefact, cause, effect, evidence, generation, change, impact, discovery, invention, traditional, old fashioned, innovative, historical. Past, present, source	**Drawing** Portrait, Self-portrait, Line drawing, Detail, Landscape, Thick, thin, Dark/light, Bold, Space, Shape(s), Regular shape, Irregular shape, Straight / curved	**Painting** Colour words, Primary colours, Secondary colours, Darker, Lighter, Brushstrokes – dab, stipple, long strokes, short strokes.

Computing	DT
Online Safety - (see separate SOW linked to Project Evolve) • Online Reputation • Online Bullying • Managing Information Online *We will be doing an Internet Safety Week 8-15 February	**Technical Knowledge** • Explore and use mechanisms (for example levers or sliders) in their products. (Design, make and evaluate a product that incorporates a lever in it.)
Music **I Wanna Play in a Band** Theme: Playing together in a band Activity Focus: • You decide what the pulse will be • Copy and clap back rhythms • Clap the rhythm of your name • Clap the rhythm of your favourite food • Make up your own rhythms • Sing in different styles • To play instruments using up to three notes	**PE** Real Foundations https://real.jasmineactive.com/ A program of 12 Lessons that cover the Fundamental Skills required for PE 1) Personal – Co-ordination: Footwork 2) Personal – Static 1-leg balance 3) Social - Dynamic Balance to Agility: Jumping and Landing 4) Social - Static Balance: Seated 5) Cognitive : Dynamic Balance: On a Line 6) Cognitive: Static Balance: Stance 7) Creative: Coordination: Ball Skills 8) Creative: Counter Balance: With a Partner
RE: 1.7 What does it mean to belong to a faith community? Part 2 Talk about what is special and of value about belonging to a group that is important to them (B2). Respond to examples of co-operation between different people (C2) Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). 1.2 Who is a Muslim and what do they believe? Part 2 Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Make links between what the Holy Qur'an says and how Muslims behave (A2). Ask some questions about God that are hard to answer and offer some ideas of their own (C1).	**PSHE – Living in the wider world** Session1: about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups to recognise that they are all equal, and ways in which they are the same and different to others in their community Session 2: about different rights and responsibilities that they have in school and the wider community about how a community can help people from different groups to feel included Session 3: the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life Session 4: to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true Session 5: about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments, how money can be kept and looked after Session 6: about getting, keeping and spending money, that people are paid money for the job they do Session 7: how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants