

Year two: Term 2: Explorers

Concepts												
Global Learning	<u>SCSM</u> Children’s Mental Health Week – 1-5 February Internet Safety Week – 8-12 February		<u>The UK -</u> Local History: Thomas Cook. Patron Saints (St David, St George)		<u>Celebrations:</u> <ul style="list-style-type: none"> 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 							
Knowledge	Science <i>Uses of everyday materials:</i> <ul style="list-style-type: none"> 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/Geography History: Explorers/Travel / Flight Pupils are taught about: <ul style="list-style-type: none"> 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) 		Art <ul style="list-style-type: none"> 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: <table border="1" data-bbox="237 847 837 1075"> <tr> <td data-bbox="237 847 427 959">To ask simple questions and recognise that they can be answered in different ways.</td> <td data-bbox="427 847 636 959">To observe closely, using simple equipment</td> <td data-bbox="636 847 837 959">To perform simple tests – recognising when a test is fair and planning a fair test.</td> </tr> <tr> <td data-bbox="237 959 427 1075">To identify and classify – classifying according to a given criteria (simple and more complex), developing own criteria.</td> <td data-bbox="427 959 636 1075">To use their observations and ideas to suggest answers to questions</td> <td data-bbox="636 959 837 1075">To gather and record data to help in answering questions</td> </tr> </table>		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: <ul style="list-style-type: none"> 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 (<i>smudge with fingers, use the flat side of the pencil, use stippling, use hashed lines</i>). 	Painting - Children can: <ul style="list-style-type: none"> 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.
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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										
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.						

<p>Computing</p> <p>Online Safety - (see separate SOW linked to Project Evolve)</p> <ul style="list-style-type: none"> • Online Reputation • Online Bullying • Managing Information Online <p>*We will be doing an Internet Safety Week 8-15 February</p>	<p>DT</p> <p>Design</p> <ul style="list-style-type: none"> • To design purposeful, functional, appealing products for themselves and other users based on design criteria. • To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> • To explore and evaluate a range of existing products. • To evaluate their ideas and products against design criteria
<p>Music</p> <p>I Wanna Play in a Band</p> <p>Theme: Playing together in a band</p> <p>Activity Focus:</p> <ul style="list-style-type: none"> • 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 	<p>PE</p> <p>Real Foundations https://real.jasmineactive.com/</p> <p>A program of 12 Lessons that cover the Fundamental Skills required for PE</p>
<p>PSHE – Living in the wider world</p> <p>Session 1 - Rules - about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <p>Session 2 – Caring for Different needs -</p> <ul style="list-style-type: none"> • that different people have different needs, how we care for people, animals and other living things in different ways <p>Session 3 – Looking after the Environment -</p> <ul style="list-style-type: none"> • how they can look after the environment, e.g. recycling <p>Session 4 – Being part of a Community -</p> <ul style="list-style-type: none"> • 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 • 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 <p>Session 5 – Using the internet</p> <ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • to recognise the purpose and value of the internet in everyday life 	<p>PSHE – Living in the wider world</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Session 6: about getting, keeping and spending money, that people are paid money for the job they do</p> <p>Session 7: how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants</p>

- the ways in which people can access the internet e.g. phones, tablets, computers

Session 6 – Information on the Internet

- how people find things out and communicate safely with others online
- 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 7 – Personal Strengths

- that everyone has different strengths, in and out of school
- about how different strengths and interests are needed to do different jobs

Session 8 - Jobs

- about people whose job it is to help us in the community
- about different jobs and the work people do
- that people are paid money for the job they do

Session 9 - Money

- 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 10 – Spending Money

- about getting, keeping and spending money
- how to recognise the difference between needs and wants
- how people make choices about spending money, including thinking about needs and wants