

## Year 2: Term three: In the Garden - Plants

Concepts																			
<b>Global Learning</b>	<table border="1"> <thead> <tr> <th colspan="4"><b>SCSM Focus</b></th> </tr> <tr> <th>Social</th> <th>Cultural</th> <th>Spiritual</th> <th>Moral</th> </tr> </thead> <tbody> <tr> <td>To use a range of social skills to work alongside and together with a range of different children.  *Subject to Covid Risk Assessment – <b>To develop whole school / year group activities.</b></td> <td>To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities  <b>Focus on the Arts &amp; Creativity</b></td> <td>To consider their own beliefs and learn and about and respect those of the world around them  <b>RE – Islam &amp; Muslims</b></td> <td>To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues  <b>Environmental Issues</b></td> </tr> </tbody> </table>				<b>SCSM Focus</b>				Social	Cultural	Spiritual	Moral	To use a range of social skills to work alongside and together with a range of different children.  *Subject to Covid Risk Assessment – <b>To develop whole school / year group activities.</b>	To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities  <b>Focus on the Arts &amp; Creativity</b>	To consider their own beliefs and learn and about and respect those of the world around them  <b>RE – Islam &amp; Muslims</b>	To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues  <b>Environmental Issues</b>	<b>The UK -</b>  <b>St George's Day</b> April 23 <sup>rd</sup> <b>Queen's Birthday</b> June 12 <sup>th</sup>  Local History: Market Gardens		Celebrations  <b>Ramadan</b> 12 <sup>th</sup> April – 12 <sup>th</sup> May <b>Eid al fitr</b> Wednesday 12 <sup>th</sup> May  <b>Father's Day</b> June 20 <sup>th</sup>
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<b>Knowledge</b>	<b>Science</b> <i>living things and their habitats:</i> <ul style="list-style-type: none"> <li>To explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>To 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.</li> <li>To identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> </ul> <i>Plants:</i> <ul style="list-style-type: none"> <li>To observe and describe how seeds and bulbs grow into mature plants.</li> <li>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>			<b>History/Geography</b> <b>Geography:</b> Geographical skills and fieldwork <ul style="list-style-type: none"> <li>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<b>Art</b> Pupils should be taught <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> Key artists:  Orla Kiely / William Morris (Designers) Van Gogh / Monet (Artists)														
<b>Skills</b>	<b>Working Scientifically:</b> 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"> <tbody> <tr> <td>To ask simple questions and recognise that they can be answered in different ways</td> <td>To observe closely, using simple equipment</td> <td>To perform simple tests – recognising when a test is fair and planning a fair test.</td> </tr> <tr> <td>To identify and classify – classifying according to a given criteria (simple and more complex), developing own criteria.</td> <td>To use their observations and ideas to suggest answers to questions</td> <td>To gather and record data to help in answering questions</td> </tr> </tbody> </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	<b>Printing</b> Stage 1 Children can: <ul style="list-style-type: none"> <li>Recognise pattern and repeating pattern in the environment.</li> <li>Explore and create patterns with a wider range of materials e.g. sponges, vegetables/fruit, hard objects or prepared printing blocks.</li> <li>Begin to use equipment correctly to produce a clean image.</li> <li>Print on to paper or fabric.</li> </ul> Stage 2 Children can: <ul style="list-style-type: none"> <li>Create a monoprint by drawing onto the back of paper laid over an inked surface.</li> <li>Design and make their own printing block (e.g. relief printing block, polystyrene tile).</li> <li>Use equipment correctly to produce a clean image.</li> <li>Create a repeating pattern e.g. in a block pattern.</li> </ul>		<b>Textiles</b> Stage 1 Children can: <ul style="list-style-type: none"> <li>Use fabric crayons and/or fabric paints to decorate a piece of cotton.</li> <li>Weave e.g. with strips of fabric, strips of paper, plastic bags, wool, raffia, ribbons, string, embroidery thread.</li> </ul> Stage 2 Children can: <ul style="list-style-type: none"> <li>Use a dyeing technique to change the colour of a fabric.</li> <li>Cut and glue pieces of fabric on to another fabric (applique techniques)</li> <li>Apply decoration to a fabric e.g. cut threads, buttons, beads, feathers.</li> <li>Stitch a line on to a piece of Binca.</li> </ul>						
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<b>Vocabulary</b>	Seeds, bulbs, grow, healthy, water, light, temperature, soil, nutrients Leaves, flowers, blossom, petals, fruit, roots, trunk, branches, stem			Map, compass, north south east west, key, features	<b>Printing</b>		<b>Textiles</b>												

	Names of plants in their local environment for example grass, clover, daisy, buttercup, dandelion, oak, holly, daffodil, tulip etc. and plants we grow to eat such as lettuce, tomatoes, cucumber, radish, herb etc.		Print, Rolling, Pressing, Stamping, Rubbing	Fabrics, Weaving, Woven, Alternate, Over / under, Decoration, Decorative, Dye / colour, Apply
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<p><b>Computing</b></p> <p><b>1 - Pupils Should Be Taught to:</b> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>Lesson Plans for Online Safety – Project Evolve Themes of Wellbeing &amp; Lifestyle / Copyright and Ownership</b></p> <p><b>2 - Pupils Should Be Taught to:</b>  <input checked="" type="checkbox"/> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  <input checked="" type="checkbox"/> create and debug simple programs  <input checked="" type="checkbox"/> use logical reasoning to predict the behaviour of simple programs  <input checked="" type="checkbox"/> recognise common uses of information technology beyond school</p> <p><b>Programming – Moving A Robot NCCE Planning -</b> This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>	<p><b>DT</b> Cooking and nutrition:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• understand where food comes from.</li> </ul>
<p><b>Music World Music Day – June 21st</b></p> <p><b>Term 3 – Friendship song</b></p> <p>Theme: A song about being friends</p> <p>Activity Focus:</p> <ul style="list-style-type: none"> <li>• You can decide how to find the pulse</li> <li>• Clap the rhythm of your name</li> <li>• Clap the rhythm of your favourite colour</li> <li>• Make up your own rhythms</li> <li>• Sing in two parts</li> <li>• To play instruments using up to three notes</li> </ul>	<p><b>PE</b></p> <p>Pupils should be taught to:</p> <p><input checked="" type="checkbox"/> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  <b>Real Foundations – pick from the 12 fundamental movement skills</b></p> <p><input checked="" type="checkbox"/> participate in team games, developing simple tactics for attacking and defending  <b>Outdoor Games</b></p> <p><input checked="" type="checkbox"/> perform dances using simple movement patterns.  <b>Real Dance – TBA (!)</b></p>
<p><b>PSHE (Y1)</b> Health and Wellbeing</p> <p>Session 1</p> <ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> </ul> <p>Session 2</p> <ul style="list-style-type: none"> <li>• about healthy and unhealthy foods, including sugar intake</li> </ul> <p>Session 3</p> <ul style="list-style-type: none"> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based</li> <li>• play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> </ul> <p>Session 4</p> <ul style="list-style-type: none"> <li>• how to keep safe in the sun</li> </ul> <p>Session 5</p> <ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> </ul>	<p><b>PSHE (Y2)</b> Health and Wellbeing</p> <p>Session 1</p> <ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> </ul> <p>Session 2</p> <ul style="list-style-type: none"> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> </ul> <p>Session 3</p> <ul style="list-style-type: none"> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> </ul> <p>Session 4</p> <ul style="list-style-type: none"> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> </ul> <p>Session 5</p> <ul style="list-style-type: none"> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> </ul>

<p>Session 6</p> <ul style="list-style-type: none"> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> </ul> <p>Session 7</p> <ul style="list-style-type: none"> <li>• how they are the same and different to others</li> </ul> <p>Session 8</p> <ul style="list-style-type: none"> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul> <p>Session 9</p> <ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> </ul> <p>Session 10</p> <ul style="list-style-type: none"> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	<ul style="list-style-type: none"> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul> <p>Session 6</p> <ul style="list-style-type: none"> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> </ul> <p>Session 7</p> <ul style="list-style-type: none"> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul> <p>Session 8</p> <ul style="list-style-type: none"> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> </ul> <p>Session 9</p> <ul style="list-style-type: none"> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> </ul> <p>Session 10</p> <ul style="list-style-type: none"> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>
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**RE**

Key Question:1.2 Who is a Muslim and what do they believe?

Learning Outcomes:

Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah

Re-tell a story about the life of the Prophet Muhammad

Recognise some objects used by Muslims and suggest why they are important

Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel

Find out about and respond with ideas to examples of cooperation between people who are different