

## Year 2: Term Three: In the Garden

Concepts						
Global Learning	<b>SCSM - Me &amp; My World</b>				<b>Celebrations - RE - 1.6 How &amp; Why do we celebrate special and sacred times?</b> <ul style="list-style-type: none"> <li>Eid il Fitr</li> <li>Pentacost</li> </ul> <b>The UK - Patron Saints</b> April 23 <sup>rd</sup> - St George	
	Social	Cultural	Spiritual	Moral		
	To use a range of social skills to work alongside and together with a range of different children.  <b>To develop whole school / year group / class activities.</b> PSHE - Health & WellBeing	To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities  <b>Stories from around the world.</b>	To consider their own beliefs and learn and about and respect those of the world around them  <b>RE - What makes some places sacred?</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 &amp; Recycling</b>		
	<b>Science</b>		<b>History/Geography</b>		<b>Art</b>	
Knowledge	<b>Plants</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> <b>Plants:</b> <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>Geography:</b> <b>Into the Garden.</b>  Geographical skills and fieldwork <ul style="list-style-type: none"> <li>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> Vocabulary: key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Sculpture Stage 1 Children can: <ul style="list-style-type: none"> <li>Use tools to change the surface of a malleable material, creating texture.</li> <li>Join pieces of clay together using scoring, slurry and smoothing to create an imaginary or realistic form.</li> <li>Experiment with joining materials (malleable and/or rigid) to construct 3-D forms e.g. pipe cleaners and modroc.</li> </ul>	Collage Stage 1 - Children can: <ul style="list-style-type: none"> <li>Use a wider range of materials (photocopied images, fabric, tissue, magazines, newspaper, textured papers, crepe paper).</li> <li>Begin to cut out a wider range of shapes.</li> <li>Use a combination of materials that have been cut, torn and glued to create a picture/represent an idea.</li> <li>Select their own materials from a range provided.</li> </ul>
Skills	<b>Working Scientifically: Year Two</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: Pupils should be: <ul style="list-style-type: none"> <li>To ask simple questions, suggest ways in which they may be answered and recognise that questions can be answered in different ways, this may include research using secondary sources.</li> <li>To observe closely, using simple equipment and measurements.</li> <li>Where appropriate, to observe changes over time.</li> <li>To perform simple comparative tests.</li> <li>With support, begin to recognise when a test is fair.</li> <li>To identify and classify objects materials and living things and, where appropriate, decide how to group or sort them.</li> <li>To use observations and ideas to suggest answers to questions.</li> <li>Begin to notice simple patterns and relationships.</li> <li>To gather and record data to help in answering questions.</li> <li>To apply statistical representations explored through the maths curriculum - e.g., simple pictograms, tally charts, block diagrams and tables.</li> </ul> <b>Vocabulary: Year two</b> <ul style="list-style-type: none"> <li>Question, find out, observe, describe, test, compare, fair, group, classify, pattern, relationship.</li> <li>Measure, length, height, mass/weight, time, temperature</li> <li>Record, results, table, tally chart, pictogram, block diagram</li> </ul>		<b>Geographical skills and fieldwork:</b> <ul style="list-style-type: none"> <li>To use world maps, atlases and globes to identify the continents studied at this key stage.</li> <li>To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right].</li> <li>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.</li> </ul>		Sculpture Stage 2 Children can: <ul style="list-style-type: none"> <li>Use tools to change the surface of a malleable material, creating texture.</li> <li>Join pieces of clay together using scoring, slurry and smoothing to create an imaginary or realistic form.</li> <li>Experiment with joining materials (malleable and/or rigid) to construct 3-D forms e.g. pipe cleaners and modroc.</li> </ul>	Collage Stage 2 Children can: <ul style="list-style-type: none"> <li>Use a wider range of materials (photocopied images, fabric, tissue, magazines, newspaper, textured papers, crepe paper).</li> <li>Begin to cut out a wider range of shapes.</li> <li>Use a combination of materials that have been cut, torn and glued to create a picture/represent an idea.</li> <li>Select their own materials from a range provided.</li> </ul>

## Year 2: Term Three: In the Garden

<b>Vocabulary</b>	<i>Vocabulary: living things and their habitats</i> <ul style="list-style-type: none"> <li>Living, dead, non-living</li> <li>Field, hedgerow, pond, woodland, seashore, ocean, rainforest, Arctic, desert</li> <li>Survival, water, food, air, shelter</li> <li>Habitat, micro habitat</li> <li>Seeds, bulbs, grow, healthy, water, light, temperature, soil, nutrients</li> <li>Leaves, flowers, blossom, petals, fruit, roots, trunk, branches, stem</li> </ul>	Use basic geographical vocabulary to refer to: <b>PHYSICAL AND HUMAN</b> <b>Countries, capitals, and main rivers in the British Isles</b> <ul style="list-style-type: none"> <li>England - London - Thames</li> <li>Ireland - Dublin - Shannon</li> <li>Scotland - Edinburgh - Tay</li> <li>Wales - Cardiff - Severn</li> </ul> <b>Continents, Oceans</b> Types of weather and seasons City, Town, Village, Factory, Farm, House, Shop, Office, Port, Harbor, Beach, Forest, Hill, Mountain, Sea/ocean, Cliff, Coast, Equator, North and South Poles, Country, Compass directions - North, South, East West, Left, right	Sculpture Model Statue 3D (three dimensional) Carving / carved Shapes Materials Roll, cut, pinch, carve, knead	Collage Materials Cut Tear / rip Crumple Gaps / spaces Stick / glue Sharp edge Torn edge Place / arrange / position Overlap
<b>Computing</b> <b>Robot Algorithms</b> <ul style="list-style-type: none"> <li>To describe a series of instructions as a sequence</li> <li>To explain what happens when we change the order of instructions</li> <li>To use logical reasoning to predict the outcome of a program (series of commands)</li> <li>To explain that programming projects can have code and artwork</li> <li>To design an algorithm</li> <li>To create and debug a program that I have written</li> </ul>		<b>Online Safety:</b> <ul style="list-style-type: none"> <li>To use technology safely and respectfully</li> </ul> With a focus on: <ul style="list-style-type: none"> <li>WellBeing &amp; Lifestyle</li> <li>Copyright &amp; Ownership</li> </ul>	<b>DT Design</b> <ul style="list-style-type: none"> <li>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>To explore and evaluate a range of existing products.</li> <li>To evaluate their ideas and products against design criteria</li> </ul> <b>Focus - Cooking and Nutrition</b> <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> <li>Use basic tools (cutters, graters, plastic knives, spoons, scissors) and techniques with increasing confidence (e.g. cut out using a cutter, grating, cutting, snipping, stirring, spooning out, mixing, spreading, peeling by hand).</li> <li>Prepare some simple dishes safely and hygienically without the children using a heat source.</li> </ul> <b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand more about where food comes from e.g. a plant - below ground, a plant above ground, on a tree, on a bush, from an animal.</li> <li>Know that our food comes from the UK and wider world.</li> <li>Understand that food is farmed, home-grown and caught.</li> <li>Begin to sort and classify food into food groups - Fruit &amp; vegetables, dairy, carbohydrates, protein, fats &amp; oils.</li> <li>Talk about how to work safely and hygienically when preparing food.</li> </ul>	
<b>Music</b> <b>Charanga: Reflect, Rewind and Replay</b> Theme: The history of music, look back and consolidate your learning, learn some of the language of music Activity focus: <ul style="list-style-type: none"> <li>Listen and appraise Classical music</li> <li>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.</li> </ul>				
<b>PE Outdoor &amp; Team Games / Athletics</b> - Participate in team games, developing simple tactics for attacking and defending. - Use fundamental movements and apply them in a range of activities. Send and retrieve a ball confidently to others in a range of ways. Begin to apply and combine a variety of skills and movements (to a game situation). Develop strong spatial awareness. Begin to develop own games with peers. Understand the importance of rules in games. Begin to develop an understanding of attacking/ defending Increase physical and mental health through exercise 30 minutes per day - Physical Activity Outdoor games / Go Noodle / Adventurous Activity etc. / master basic movements including running and jumping, as well as developing balance, agility and co-ordination. / Increase physical and mental health through exercise.				
<b>RE</b> What can we learn from sacred books? Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).		<b>PSHE - Health &amp; Wellbeing</b> <b>Physical health and Mental wellbeing</b> <b>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</b> <ul style="list-style-type: none"> <li>about routines and habits for maintaining good physical and mental health</li> </ul>		

## Year 2: Term Three: In the Garden

What makes some places sacred?

Recognise that there are special places where people go to worship, and talk about what people do there (A1).

Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).

Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2).

**How & Why do we celebrate special and sacred times?** (Ramadan & Eid il Fitr / Pentecost)

Identify a special time they celebrate and explain simply what celebration means.

Talk about ways in which Jesus was a special person who Christians believe is the Son of God.

Identify some ways Christians celebrate Pentecost and some ways a festival is celebrated in another religion.

Re-tell stories connected with Pentecost and a festival in another religion and say why these are important to believers.

Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.

Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.

Suggest meanings for some symbols and actions used in religious celebrations; Eid-ul-Fitr.

Identify some similarities and differences between the celebrations studied.

- why sleep and rest are important for growing and keeping healthy
- that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies
- the importance of, and routines for, brushing teeth and visiting the dentist
- about food and drink that affect dental health
- how to describe and share a range of feelings
- ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others
- how to manage big feelings including those associated with change, loss and bereavement
- when and how to ask for help, and how to help others, with their feelings

### **Growing and changing**

#### **Growing older; naming body parts; moving class or year**

- about the human life cycle and how people grow from young to old
- how our needs and bodies change as we grow up
- to identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)
- about change as people grow up, including new opportunities and responsibilities
- preparing to move to a new class and setting goals for next year

### **Keeping Safe**

#### **Safety in different environments; risk and safety at home; emergencies**

- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- 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
- how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- 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
- how to respond if there is an accident and someone is hurt
- 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