**Year 2 Under the Sea term 5 and 6**

|  |
| --- |
| **Under the Sea** |
| **Science****Working scientifically**-Asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment-Identifying and classifying**Living things: Animals including humans** **-**Notice that animals including humans have offspring which grow into adults-Find out about and describe the basic needs of animals including humans for survival. - Describe the importance of humans of exercise, eating the rights amount of different types of food and hygiene. **Key Skills:**-Perform simple comparative tests-Use observations and ideas to answer questions, notice patterns, similarities and differences -Record and gather information to help answer questions, including from secondary resources.  | **Geography***Why do people live near the sea?* **Locational knowledge**-Can I locate and name the continents on a World Map? -Can I locate and label the five oceans? -Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?-Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles?  | **History***How has sea rescue changed in the last 100 years?* - Significant People in History linked with British Values and changes, impacts they have made (Grace Darling)-Use a simple timeline to sequence more than 4 events from beyond living memory and into living memory-To use historical evidence to compare how people lived from the past to present -To use a range of sources -To make accurate historical recounts -Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods-Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously'). -Use information to describe the past-Describe the differences between then and now |
| **Art and design****Focus: Painting and Printing**To create our own print block in the style of Hokusai-Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. -Design patterns of increasing complexity and repetition. -Print using a variety of materials, objects and techniques.-Exploring printing using a range of objects to show texture and mark making -To print using paint using layering techniques -To comment on differences in others’ work and to suggest ways of improving their own work **Drawing Skills:** -To use pencils, pastels and charcoal in my drawings. -To show patterns and textures in their drawings by adding dots and lines to show tones with different materials-To make a variety of lines of different sizes, thickness and shapes | **Design Technology****Focus: Textiles (puppets)**-Use knowledge of existing products to produce own ideas-Explain purpose of product, how it will work, and how it will be suitable for the user-Describe design using pictures, words, models and diagrams-Choose the best tools, materials and explain my choices-Measure and join textiles together to make a product-Carefully cut textiles to produce accurate pieces-Explain choices of textile-Understand that a 3D textile structure can be made from two identical fabric shapes-Describe what went well thinking about design criteria-Evaluate how good existing products are-Talk about what I would do differently if I were able to do it again and why | **Computing** **Focus: Data** -Develop different criteria and create own pictograms -Use a simple graphing package to record information, add labels and numbers as appropriate -Use ICT to edit and change the information quickly. -Talk about how ICT helps them to organise their information-Save, retrieve and amend their workUse a graphs to create and answer questions**Key Skills**-To recognise that we can count and compare objects using tally charts-To recognise that objects can be represented as pictures-To create a pictogram-To select objects by attribute and make comparisons-To recognise that people can be described by attributes-To explain that we can present information using a computer**Buttons and instructions**Learn that one object can be used to control another object, e.g. writing code so clicking a button gives an instruction to make a lorry move. |
| **PSHE:** **Statutory RSHE Unit of work:** **My feelings*** To know the meaning of and considered self-esteem
* To know how to recognise and celebrate my strengths
* To know how to set a goal for myself

**Body*** To know how a baby grows
* To know how I have grown and changed
* Simple changes from baby to now, things they can now do
* To know how I might change as I grow older
* e.g. get taller, drive a car, more responsibilities

**My Relationships*** To know what bullying is
* To know and have considered how bullying can make someone feel
* To know what to do if I am bullied or I see someone else being bullied

**My Beliefs*** To know that I am uniquely special
* To know that there are lots of different types of families
* To know not to feel under pressure to be different to who I am

**Asking for help*** To know what a secret and what a surprise is
* To know I can tell someone if I am asked to keep something a secret that makes me
* feel uncomfortable, worried or afraid
 | **Religious Education** **Sacred Places**Islam: Community and belonging Does going to a mosque give Muslims a sense of belonging?Make connections between churches synagogue and mosques. Discuss the difference between religious and non-religious special places. **What is the good new Christians believe Jesus brings?**How do Christians love God and their neighbour Explore peace inside, peace between people and peace with God. Investigate church buildings and being part of a community. Creating prayers and reflections.  | **Music****Listen and appraise music**-Listen to a variety of music from different styles, traditions and times. Start to recognise / identify very simple style indicators and different instruments used-Begin to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities.-Exploring rhythm, structure, texture, pitch, duration and dynamics. -Exploring sea shanties and learning the lyrics to recite-Exploring a range of instruments for different effect and impact. -Creating a soundscape  |
| **Physical Education:**-Develop competence to excel in a broad range of physical activities- Are physically active for sustained periods of time-Lead healthy, active lives**Swimming:** -Swim competently, confidently and proficiently over an increasing distance.-Use strokes effectively [for example, front crawl, backstroke]-Perform safe self-rescue in simple water-based situations**Rackets, Bats and Balls**Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent Introduce hitting (sending/striking) a ball into a space: where and why?Striking the ball (with a bat) into space with intent  |  | **Stunning start:** 3D glasses – going under water! Art Attack! Plastic pollution! **Marvellous middle:** Trip to Sealife Centre and Hastings beach **Fabulous finish:** VR headset – deep sea mission.  |