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

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| **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 work  Use 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. |