**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?**Debate:**-Should plastic be banned?  | **History***How have seaside holidays changed in the last 100 years?* -Describe how their local area has changed in 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 if 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**To create our own print block in the style of Hoekzema -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: Food and Nutrition****-** To design and make a picnic - To have ideas and make some choices about what they can do - To explore cooking and food preparation skills such as chopping, mixing, slicing, grating, peeling -To understand the nutritional values of different foods. -To evaluate the final product  | **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**Animation:****-**Create a sequence of still images which together form a short animated sequence-Create a simple animation to illustrate a story or idea |
| **PSHE:** **Healthy me*** Know what their body needs to stay healthy
* Know what relaxed means
* Know why healthy snacks are good for their bodies
* Know which foods given their bodies energy
* Know that it is important to use medicines safely
* Know what makes them feel relaxed/stressed
* Know how medicines work in their bodies
* Know how to make some healthy snacks

**Relationships:** * Know that there are lots of forms of physical contact within a family
* Know how to stay stop if someone is hurting them
* Know there are good secrets and worry secrets and why it is important to share worry secrets
* Know what trust is
* Know that everyone’s family is different
* Know that families function well when there is trust, respect, care, love and co-operation
* Know some reasons why friends have conflicts
* Know that friendships have ups and downs and sometimes change with time
* Know how to use the Mending Friendships or Solve it together problem-solving methods
 | **Religious Education** Islam: Community and belonging Does going to a mosque give Muslims a sense of belonging?Hajj: Does completing Hajj make a person a better Muslim? | **Music**-Creating a soundscape -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.  |
| **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**Outdoor – Games**-Attacking/defending as a team -Understanding the transition between defence and attack -Create and apply attacking/ defensive tactics | **Outdoor learning:** -Exploring the wildlife garden to support and enhance the science curriculum -Explore nature in habitats-Identify plants and nature in local environment. | **Stunning start:** 3D glasses – going under water! Art Attack! Plastic pollution! **Marvellous middle:** Trip to Sealife Centre and Hastings beach **Fabulous finish:** Lighthouse Keeper’s picnic  |