**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 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  **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 |