

Year 2 Under the Sea term 5 and 6

Under the Sea		
<p>SCIENCE Science</p> <p>Working scientifically -Asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment -Identifying and classifying</p> <p>Materials -To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Living things Find out about and describe the basic needs of animals including humans for survival.</p>	<p>Geography - Locate and name continents and oceans -Identify daily changes in weather -Identify seasonal changes across a year -Recognise weather symbols -Use world maps and globes to identify the UK and begin to locate other countries -Explain some dangers of the weather -Make simple observations about the weather in the UK</p>	<p>History -Describe how their local area has changed over time -To use historical evidence to compare historical buildings from the past to present</p>
<p>Art and design -To comment on differences in others’ work and to suggest ways of improving their own work -To use pencils, pastels and charcoal in my drawings. To show patterns and textures in their drawings by adding dots and lines. They able to show different tones using coloured pencils -To make a variety of lines of different sizes, thickness and shapes</p>	<p>Design Technology - To design and make sandwiches -To explore lots of different materials and methods -To show control in the methods and materials they use in their work -To have ideas and make some choices about what they can do</p> <p>Punch and Judy puppets -To think of ideas and plan what to do next, based on</p>	<p>Computing 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</p>

	<p>what they know about materials and components.</p> <ul style="list-style-type: none"> -To select the appropriate tools, techniques and materials, explaining their choices. -To use models, pictures and words to describe their designs. -To understand that the materials they use are just right for the job and this helps them product to work well. -I know that they need used a number of materials and joined them so they are strong with some help. -To use their art skills to add design or detail to my product. -To recognise what they have done well in their work. <p>To suggest things they could do in the future</p> <ul style="list-style-type: none"> -To know that their product needs to be made from materials that are suitable for the job 	<p>Animation</p> <ul style="list-style-type: none"> -Create a sequence of still images which together form a short animated sequence -Create a simple animation to illustrate a story or idea
<p>French</p>	<p>Religious Education</p> <p>Religious Education</p> <p>Baptism</p> <p>Comparing religions</p> <p>Philosophy for children</p>	<p>Music</p> <p>Charanga Musical Scheme of Work</p> <p>Creating their own under the sea movie</p>
<p>Physical Education</p> <ul style="list-style-type: none"> -Develop competence to excel in a broad range of physical activities-Are physically active for sustained periods of time 	<p>Forest School</p> <p>Explore nature in habitats</p>	<p>Stunning start: Picnic linked to the lighthouse keepers lunch book or trip the beach</p> <p>Marvellous middle: Trip to Sea-life Centre</p>

<p>-Lead healthy, active lives Indoor – Gym (Unit J) Outdoor – Games (Unit 3, dribbling, kicking and hitting)</p>	<p>Identify plants and nature in local environment.</p>	<p>Fabulous finish: Movie premiere</p>
<p>PSHE</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can give an example of something that causes conflict between me and my friends</p> <p>I can say how we could settle this conflict using the positive problem solving technique</p> <p>I can identify some of the things that cause conflict between me and my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p> <p>I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise</p> <p>I can demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be</p>		

<p>Year 2</p>	<p>I can correctly name the main parts of the body that make boys and girls different and I know these are parts we keep private</p> <p>I can tell you something that I either like or dislike about being a boy/girl</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>	<p>I can talk about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy</p> <p>I can explain how I feel about being a boy/girl and talk about what I like and dislike about it</p>	
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