

# Year 2

<b>Topic Title and Focus</b>	<p><b>London</b></p> <p><i>Your mission is to explore the history of London and its response to disaster.</i></p> <p style="color: purple;">History focus</p> <p><i>Parents to be invited to an art gallery where they will have the option to purchase their child's original framed piece.</i></p>		<p><b>AMAZING AFRICA</b></p> <p><i>Your mission is to discover what hides inside the amazing continent of Africa and how this is different to the continent which we live in.</i></p> <p style="color: purple;">Geography focus</p> <p><i>Parents to be invited to a music performance following the Chango session.</i></p>		<p><b>GLORIOUS GARDENS</b></p> <p><i>Your mission is to create a class garden within our school grounds, showing the importance and value of plants for all living things on our planet.</i></p> <p style="color: purple;">Science focus</p> <p><i>Parents to be invited to a garden picnic to celebrate and share their new garden.</i></p>	
<b>Potential Visits</b>	<p><b>Trip to the local Fire Station</b></p>		<p><b>Chango music – visitor in school</b>  <b>Leeds Festival during science week</b>  <b>Yorkshire Sculpture park</b> linked to art.                      £30 entry fee for up to 70 people</p>		<p><b>Harlow Carr,</b>  <b>Skelton Grange or RSPB Fairburn Ings</b></p>	
<b>RE</b>	<p>All linked to Christianity and Islam</p>					
	<p>How is new life welcomed?</p>	<p>How can we make good choice? Gifts given to Jesus.</p>	<p>How and why do people pray?</p>	<p>What does the Easter story tell us about Jesus? The story of Easter.</p>	<p>How can we look after the planet?</p>	<p>What did Jesus teach and how did he live?</p>
<b>Science</b>	<p><b>Materials</b></p>		<p><b>Animals including humans</b></p> <p><b>Animals – Habitats</b></p>		<p><b>Plants</b></p>	
<b>Reading spine</b>	<p><b>The Tunnel</b></p>	<p><b>The Owl Who was Afraid of the Dark</b></p>	<p><b>George's Marvellous Medicine</b></p>		<p><b>Paddington</b></p>	
<b>PE</b>	<p>OAA</p>	<p>Dance</p>	<p>Gymnastics Balances, leaps, jumps and turns</p>	<p>Football</p>	<p>Athletics</p>	<p>Cricket</p>

Geography

London

Children to explore what makes London such an important city and why so many people are attracted to it as a place to live and visit.

- I can locate Garforth on a map of the UK and see where it is in relation to other known cities and town, including London.
- I can write my full address.
- I can identify key human and physical aspects of London and talk about their importance, including Buckingham Palace, The Shard, St Paul's Cathedral, the Palace of Westminster and the River Thames.
- I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Amazing Africa

Children to explore three countries in the African continent, helping them to develop an understanding that the continent is a diverse place. They will compare life in these countries with their own experience of living in the UK, identifying similarities and differences.

- I can name and locate the 7 continents and 5 oceans.
- I can identify human and physical (people and places, and land) similarities and differences between a small area of the United Kingdom (local) and a small area in an African country.
- I can locate at least three African countries and explore their physical features, e.g. rivers, mountains, deserts.
- I can use directional language to describe the location of features on a map (North, South, East, West, left and right)
- I can use world maps, atlases and globes to identify the 7 continents and 5 oceans, and the countries studied in Year 2.

Glorious Gardens

Creating a map of our garden using directional language to help other people explore its many features.

- I can use directional language to describe the location of features on a map (North, South, East, West, left and right)
- I can devise basic symbols for my own maps.

<p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;"><u><b>Great Fire of London</b></u></p> <ul style="list-style-type: none"> <li>• T1: I can use a range of common words and phrases relating to the passing of time.</li> <li>• T2: I can sequence people and events studied using a simple timeline.</li> <li>• T3: I can identify and describe similarities and differences between the ways of life of two different historical periods.</li> <li>• R1: I can suggest different reasons why people did things, why events happened and what happened as a result.</li> <li>• IN1: I can explain my own interpretation of historical events, using evidence to support this.</li> <li>• IN2: I can ask questions about the past and begin to suggest answers to those questions.</li> <li>• HE1: I can collect historical information from a range of different sources, including primary sources.</li> </ul> <p>Parliament week Black History Month</p>	<p style="text-align: center;"><u><b>Nelson Mandela and his role in South African liberation</b></u></p> <ul style="list-style-type: none"> <li>• T2: I can sequence people and events studied using a simple timeline.</li> <li>• T3: I can identify and describe similarities and differences between the ways of life of two different historical periods.</li> <li>• IN2: I can ask questions about the past and begin to suggest answers to those questions.</li> <li>• HE1: I can collect historical information from a range of different sources, including primary sources.</li> </ul>	<p style="text-align: center;"><u><b>Travel through the ages</b></u></p> <ul style="list-style-type: none"> <li>• T3: I can identify and describe similarities and differences between the ways of life of two different historical periods.</li> <li>• R1: I can suggest different reasons why people did things, why events happened and what happened as a result.</li> <li>• IN1: I can explain my own interpretation of historical events, using evidence to support this.</li> <li>• IN2: I can ask questions about the past and begin to suggest answers to those questions.</li> <li>• HE1: I can collect historical information from a range of different sources, including primary sources.</li> </ul>
<p style="text-align: center;"><b>Art</b></p>	<p><b>Artists/Designers Studied:</b> We will explore architectural sketches and designs created by Christopher Wren, Norman Foster and Ken Shuttleworth. Paul Klee cityscapes.</p> <p><b>Drawing:</b> I can use dots and lines to demonstrate tone, pattern and texture.</p>	<p><b>Artist study:</b> Edward Said Tingatinga</p> <p><b>Painting:</b> I can experiment with tools and techniques in painting (e.g. brushes, washes, layering and mixing).</p>	<p><b>Artist study:</b> Andy Goldsworthy (sculpture) or Van Gogh (different techniques), Georgia O’Keefe</p> <p><b>Painting:</b> I can experiment with tools and techniques in painting (e.g. brushes, washes, layering and mixing).</p> <p><b>Sculpture:</b> I can use a variety of techniques, e.g. rolling, cutting, pinching.</p>
<p>I have a clear idea about what I want my art work to be about. I can point out parts of my work which could be improved and suggest ways of improving it. I can identify the work of a range of artists and explain what makes their work unique.</p>			
<p style="text-align: center;"><b>DT</b></p>	<p style="text-align: center;"><u><b>Moving Christmas Card</b></u></p> <p>Children to design and create a Christmas card which makes use of a slider to allow Santa to move.</p> <p>M3: I can explore and use mechanism in my products (e.g. levers, sliders, wheels and axles.)</p>	<p style="text-align: center;"><u><b>African Food</b></u></p> <p>Children will explore a variety of African foods and using recipes will create their own versions to try.</p>	<p style="text-align: center;"><u><b>Garden Structure</b></u></p> <p>Children to design and make a garden structures to decorate an area of the school grounds.</p>

		F&N1: I can prepare dishes that are healthy and contribute to a varied diet.	I can build structures, exploring how they can be made stronger, stiffer and more stable			
	R&D1: I can design a product that is functional and appealing to others. R&D2: I can communicate my ideas clearly, through templates, mock-ups and where appropriate, information and communication technology. M1: I can select from and use a range of materials and components according to their characteristics. M2: I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. E1: I can suggest how my products could be improved, using the design criteria when necessary. E2: I can say what my likes and dislikes are about existing products.					
Music	I can understand how to sing to my best ability and perform to others. I can follow musical pieces using a tuned instrument, such as a glockenspiel. (Christmas production)	I can use non-tuned instruments to create and perform musical pieces. (African drumming)	I can listen with concentration and understanding to a range of high-quality live and recorded music (Hip Hop and Rap)			
	<ul style="list-style-type: none"> <li>• I can keep a <b>rhythm</b> (long and short sounds over a steady beat)</li> <li>• I understand that <b>pitch</b> is high and low sounds within a piece of music.</li> <li>• I can listen to and talk confidently about music.</li> </ul>					
Computing	Find and print ES1: I can identify websites which are suitable for children. ES1: I can identify technology and how its responsible use can improve our world in school and beyond. ES3: I can identify kind and unkind online behaviour ES4: With teacher guidance, I can safely search online, with a focus on images. Links:CS2+CS3	Create a presentation using the laptops CS3: I can change the font style, size and colour CS5: I can copy and paste text and images to create simple presentations. CS6: I can open and save my own documents and understand the importance of naming files and folders appropriately. CS6: I can print my own work.	Create a moving image on Scratch based on Van Gogh's landscape paintings. P1: I can write a repeating algorithm and program this into a robot, eg Beebot P1: I can write a simple algorithm to move a sprite in Scratch. P2: I can predict the outcome of an algorithm and begin to use this to debug simple programs.			
	CS3: I am beginning to use both hands and more than one finger when typing.					
PSHCE+	<b><u>FAMILY LIFE</u></b> The characteristics of healthy family life: commitment to each other including in times of difficulty; protection and care for children and other family members; the	<b><u>FRIENDSHIPS &amp; RELATIONSHIPS</u></b> That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	<b><u>HEALTHY LIFESTYLES</u></b> The risks associated with an inactive lifestyle (including obesity).  The characteristics of a poor diet and	<b><u>KEEPING YOURSELF SAFE</u></b> That each person's body belongs to them, and the differences between appropriate and inappropriate or	<b><u>ONLINE SAFETY</u></b> How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of	<b><u>ONLINE IDENTITY AND RELATIONSHIPS</u></b> That the same principle apply to online relationships as to face-to-face relationships, including the

	<p>importance of spending time together and sharing each other's lives.</p>	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manner.</p>	<p>risks associated with unhealthy eating (including, for example, obesity, tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<p>unsafe physical, and other, contacts.</p>	<p>keeping personal information private.</p>	<p>importance of respect for others online including when we are anonymous.</p>
<p>Talk about British Values Cooperate with others</p>						