Theme 2
Explore

KEY CONCEPTS:
Strength, Faith, Sustainability.

Key Foundation Subject	PSHE	RE
Geography : **Knowledge Rich:** Name and locate all of the world's 7 continents and 5 oceans Know about some present changes that are happening at school, in the local environment and in the UK. Suggest ideas for improving the school environment. Identify seasonal and daily weather patterns in the UK. Use basic geographical vocabulary to refer to key features of places. **Skills based:** Ask more complex geographical questions and discuss responses. Devise simple maps and use and construct basic symbols on a key. Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, East, South and West) and locational language. Use directional language near, far, left and right to describe location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of the school and its grounds. https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-two/ **Connection to the key concept of sustainability.**	**PSHE:** **Healthy Schools Week : H4 Why sleep is important, Hygiene Routines H10 People who keep us healthy.** **Superhero behaviours – looking after ourselves.** **TALKING POINTS 1 (exercise), 2 (vegetables), 3 (medicines), 4 (looking after me)** **Healthy Lifestyles H1 – 10 good health, sleep, hygiene, people who keep us healthy, dental care.** **Connection to Concepts: Strength, Faith and Sustainability.** **TALKING POINTS 9 (Rights and Responsibilities), 11 (How to save the planet),** **ESafety Day – Talking Points 17 (Am I safe online)**	**RE:** **Unit 2.4 Story – How and why are some stories important to religions? What can we learn from these stories and from the Torah, The Bible and The Qur'an (The Prophet and the Ants, The Crying Camel)** **Unit 2.1 Leaders - What makes some people inspiring? Behaviour shown by leaders, encounter wise sayings, rules for living – link to commandments. Recipe for living together happily. Consider what makes a leader – behaviour, wisdom, rules for living harmoniously.** **Connection to Concepts: Strength, Faith and Sustainability.** Christian/Jewish stories – of Daniel, David and Joseph. Exploring what is strength, how does faith help leaders be strong? Link to standing up for ourselves and others. Moses (Prince of Egypt) – exploring values shown by Moses, having faith in other – Moses in God, Us in our religious beliefs or those who lead us, faith in those in our community. Leadership – how do leaders make a difference? Strength to lead others – Inspire ourselves and others. **Connection to the key concept of Strength and Faith.**

Science	History	Art	Design and Technology
Knowledge Rich Pupils will be taught to: Animals and Humans: • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them **Skills Based** Pupils will be taught to: **<u>Conducting Experiments</u>**		**Knowledge Rich** Pupils will be taught to: • produce creative work, exploring their ideas and recording their experience • Build proficiency in drawing and painting techniques • Evaluate and analyse pop art using the language of art, craft and design • Know about Andy Warhol and understand the historical and cultural development of his art forms **Skills Based** Pupils will be taught to: • Layer different media • Experiment with line, shape and colour	**Knowledge Rich** Pupils will be taught to: Mechanisms I am beginning to understand how to use wheels and axles. Materials and structures I can measure materials to use in a model or structure. I can describe some different characteristics of materials. I can join material in different ways. Textiles Use a running stitch to join fabric. Use methods such as dyeing, adding sequins or printing to alter the appearance of fabric. Make use of a template to produce shapes. Design, make and evaluate: Design and make products that have a definite function (e.g. Xmas card / puppet) **Skills Based** Pupils will be taught to: Design I can explain what I want to do and describe how I may do it.

Observe closely using simple equipment such as thermometers, rain gauges, microscopes, bug viewers, pipettes Measure carefully **Perform simple tests** **<u>Recording Evidence</u>** **Gather and record data to help answer questions** using tables, tally charts, drawings **Communicate their findings in a range of ways and begin to use simple scientific language**		• Use a variety of techniques inc weaving, French knitting, tie-dying, fabric crayons and wax oil resist and embroidery • Create textured collages from a variety of media • Understand the safety and basic care of materials and tools • Experiment with and construct and join recycled, natural and man-made materials more confidently • Create a piece of work in response to another artist's work • Describe how other artists have used colour.	I can use knowledge of existing products to produce ideas. I can explain the purpose of the product, how it will work and how it will be suitable for the user. Make I can explain what I am making and why it fits the purpose. I can make suggestions as to what I need to do next. I can join materials and components together in different ways. I can measure, mark out, cut and shape materials and components, with support. Evaluate I can describe what went well and not so well with my work. I can evaluate what I would do differently if I were to do it again and why.
Geography	**Computing** **Coding- code.org** **Knowledge Rich** • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • use correct vocabulary for computing terminology : laptop, touchpad, save, load, retrieve, programme, algorithm, debug. **Skills Based** • Create and debug simple programs - **The child can create a simple program on screen, correcting any errors.** • Understand what algorithms areand how algorithms are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions – **can program on screen**. • Create and debug simple programs - **The child can create a simple program on screen, correcting any errors.** • Use logical reasoning to predict the behaviour of simple programs - **The child can give logical explanations for what they think a program will do.**	**Physical Education** **Spring 1 Gym** **Spring 2 Net and Wall** **Knowledge Rich** Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games **Skills Based** Pupils will be taught to: Gym Create a stretched shape and travel in that shape over apparatus Create a curled shape and travel in that shape over apparatus Execute a pike shape with correct form and technique Execute a log roll with correct form and technique Execute a star shape with correct form and technique Execute a straight jump with correct form and technique Create a group balance with 3 people, with all being linked together in some way Effectively replicate a 5 piece sequence incorporating 4 different components. Net and Wall Can return a ball over a net using suitable parts of the body Can serve a ball over a net, into a specific area, using suitable parts of the body Can use a backhand technique to push a moving ball along the floor Can use a forehand technique to push a moving ball along the floor	**Music** **Knowledge Rich** • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. Begin to explore and choose and order sounds using the inter-related dimensions of music*. • To use the correct vocabulary: Pulse, Chant, Tempo, Dynamics, Pitch, Repeat, Rest, Rhythm, Sequence, Tune/Melody, timbre, structure **Skills Based** • To think about others while performing • Use voices expressively and creatively. • To sing with the sense of shape of the melody • To confidently represent sounds with a range of symbols, shapes or marks • To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.