

Year 2: Spring Term 2014 – Foundation Subjects

Compare and Contrast

Science:

Grouping and changing materials

Through this unit children learn to distinguish between an object and the material from which it is made. They learn about some of the ways materials can be changed and that heating can cause changes which produce materials which are often useful.

Experimental and investigative work in this unit focuses on:

- thinking about what is expected to happen
- making and recording observations and comparisons
- deciding whether a test is fair.

Work also offers opportunities for children to relate science to domestic contexts *eg cooking* and to recognise hazards and risks to themselves and to control these.

Electricity

This unit introduces children to the concept of electricity and the essential role it plays in everyday life. It introduces children to the hazards associated with mains electricity.

Experimental and investigative work focuses on:

- thinking about what is expected to happen and whether results support the prediction
- exploring and testing circuits
- making observations and explaining what has been found out.

The unit links children's everyday experiences of electricity to scientific ideas and the importance of following instructions to control risks to them.

Geography:

Contrasting Village

In this unit children develop ideas about a less economically developed country. They will be looking at a village in Bangladesh through the eyes of the Hawlader family.

They will learn:

- Where Bangladesh is – looking at maps in books and on the computer
- What the landscape and weather is like
- How the weather effects farming, mainly rice
- Similarities and differences in houses and schools
- What is the main type of work in Bangladesh
- About the main similarities and differences between our locality and Bangladesh?

Improving local environment

In this unit children use immediate locality to investigate environmental issues and improvements. It encourages children to become actively involved in improving their local environment.

Children will learn:

- to investigate places to make comparisons
- to collect and record evidence to answer questions
- fieldwork skills
- how people affect the environment
- how and why people seek to manage and sustain their environment
- to use ICT to present findings

*Many cross curricular writing opportunities,
(Diaries, letters, recounts, posters, explanations)*

RE:

Special clothes

In this unit the children will be learning about the use of special clothes within various religions. They will learn about how people use clothes to express their religious identity and identify why some clothes are important to faith.

Celebrations

- Chinese New Year
- Easter

ICT:

Labelling and classifying / research

Children will be using the CDs and internet to research and investigate specific questions, especially relating to investigating Bangladesh. They will save print relevant information to for their topic work, use information to label and classify information and present work using different programmes.

Lots of cross curricular opportunities

Seal:

Going for goals

This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. The theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.

Good to be me

Understanding feelings, and why and how they lead us to behave the way we do – particularly the feelings of being excited, proud, surprised, hopeful, disappointed, worried and anxious.

PE

Shape up

Knowledge - (I know how to)

- Show clear shapes in straddled and piked positions.
- Recognise that in all piked positions the legs are straight.
- Watch peers and use as a means to improve.
- Identify which joints are moving when changing shapes
- Comment on different body positions

Skills – (I can)

- Perform a variety of straddled & piked position.
- Perform piked positions where limbs are at angles
- Hold positions for a given time showing pose and control

Ship shape

Knowledge (I know/I understand) –

- Show clear shapes in stretched and tucked positions.
- Keep muscles tight to hold the shapes.
- Show and name each position.
- Identify & perform two held positions.
- Explain that gymnasts can strengthen their muscles.
- Demonstrate good positions when standing
- Watch each other and improve their actions through copying and discussion.

Skills – (I can)

- Perform and name given positions e.g squat, tucked, dish.
- Position parts of the body correctly to allow the position to be done with control
- Work with a partner to assist in making dish/ hollow shape lying on the floor.

Sending and receiving

Knowledge (I know/I understand) –

- Explore and use skills, actions and ideas individually and in combination to suit the game they are playing
- Repeat and explore simple skills control and coordination
- Talk about the benefits of exercising regularly and safely.
- Copy simple skills and actions.
- Describe and comment on their own and others actions
- Copy actions with control and coordination.
- Talk about differences between their own and others' performance and suggest improvements.

Skills – (I can)

- Throw and catch a ball in different ways.
- Throw for distance & accuracy.
- Catch a ball with a partner.

Design Technology:

Vehicles

This unit builds on children's experiences of joining and combining sheet and reclaimed materials and of using moving joints. They learn about wheels and axles and how to use these when making wheeled vehicles for a specific purpose.

They will learn:

- to identify a purpose for what they intend to design and make
- to develop their design ideas through discussion, observation and drawing
- to measure and cut accurately
- to assemble, join and combine materials in order to make a vehicle to evaluate against their design criteria

Music

Taking off

This unit develops children's ability to discriminate between higher and lower sounds and to create simple melodic patterns.

During this unit they learn:

- to control the pitch of their voices and instruments
- change pitch by moving higher and lower both in steps and leaps and holding the same note.
- to create simple melodic patterns
- use changes in pitch expressively to respond to the stimuli of stories.

What's the score?

This unit develops children's ability to recognise different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments.

During this unit children:

- explore classroom instruments
- learn that instruments that make sounds in similar ways can be grouped into families.
- create symbols that represent the various ways an instrument can be played
- use these symbols to help create a sequence of sounds.

Some Children will also have the opportunity to learn to play the recorder.

PSHE & C:

Keeping safe

The children will learn about keeping safe in the home and in the streets.

They will learn about:

- the dangers of electricity (linked to Science),
- dangers of fire
- dangerous substances
- crossing the road safely
- awareness of strangers
- internet safety

Healthy bodies and personal hygiene

The children will learn about:

- Healthy diet (continuing from Autumn science topic
- Taking exercises daily
- Getting enough sleep and rest
- Keeping themselves clean
- How germs spread

Learn to respect week

Art:

Picture this

In this unit children will be recoding from first-hand observations and explore ideas.

- Pupils record from first-hand observation and explore ideas.
- Pupils ask and answer questions about the starting points for their work.
- To record from imagination and experience and explore ideas (Extended images)
- To record from imagination and experience and explore ideas looking at time frames of before and after. (Extended images)
- Using the various artists to comment on likes/dislikes giving reasons why.
- Looking at differences in others' work; suggest ways of improving their own work.