

## **Year 2: Autumn Term 2013 – Foundation Subjects**

### **Fame, fire and fortune**

#### **Design Technology:**

##### **Puppets**

This unit involves children making a textile product by marking out, cutting and joining pieces of fabric. Children look at a selection of hand puppets and base their design on their investigations into how the puppets have been made and who they have been designed for.

##### **Skills:**

1. Investigative, disassembly and evaluative activities (IDEAs) 2. Focused practical tasks (FPTs) 3. Design and make assignment (DMA) Design and make a puppet for a purpose having discussed their ideas as they developed and be able to say what their design has to do.

#### **Science:**

##### **Health and growth**

At the end of this unit, children will have a clearer understanding of what we eat and do will have an effect on our health and well-being. They will be able to:

- identify some types of food that make up their diet and name some examples of each;
- recognise that an adequate diet are necessary for them to grow
- recognise that adequate exercise are needed to stay healthy
- ask questions in order to make comparisons and describe differences
- they observe *eg between babies and toddlers*
- recognise that care needs to be taken with medicines
- recognise that animals produce young

## PSHE &C:

### **Taking part: developing skill of communication and participation**

This unit addresses children's participation in and contribution to school life. Its purpose is to develop children's skills to enable them to participate and communicate effectively in decision-making activities. The teaching activities use circle time and class discussions, and are linked with the school council's activities.

### **Choices**

In this unit, children discuss their likes and dislikes and the difference between right and wrong. The unit highlights the use of knowledge and skills to make informed and responsible personal choices and to consider the effect of those choices on other people and the environment. Children apply what they have learnt in a variety of contexts. (Anti-bullying week)

## PE

### **Time to travel Objectives, (Knowledge / Skills):**

- Recognise different body positions during movement.
- Know why we do warm up & cool down exercises.
- Perform different combinations of walking forward and backward using various pathways.
- Make sequences that use two held or balanced positions
- Use travelling skills to move forward and backward on benches & low beams.

### **Steady as a rock Objectives, (Knowledge / Skills):**

- Understand that the wider the base and the lower the centre of gravity, the easier it is to balance.
- How to use arms and legs to achieve different balances.
- Know that muscles are working hard to hold still positions.
- Explain which balances are easy and which are hard and say why.
- Make standing balances with a straight line from foot to head (eyes focused)

- Distribute weight on balls of feet in relieve position and flat on floor on one leg
- Perform battlement, passé, coupe standing positions.

## **Running Jumping Hopping Objectives, (Knowledge / Skills):**

Knowledge (I know/I understand)

- How to run, jump & hop in a range of directions & speeds
- How to run with a variety of steps, control my movement & link different ways of running, jumping & hopping
- That the movements used in running, jumping & hopping help to keep us fit and healthy
- How using arms help me to jump & think about the kind of movements to make when moving forward.
- Run at different speeds & directions
- Jump using alternative legs and different combinations
- Hop in different directions with different combinations.
- Combine all three actions into a sequence.

## **History:**

### **Famous People**

At the end of this unit, children will know why certain people become famous. During October (Black History Month) children will look at various famous people and the influence they have had (Mary Seacole) They will particularly focus on Florence Nightingale's life and be able to:

- know some of the main events in her life
- be able to sequence them correctly
- give at least one reason for her actions
- use pictures, books or video to find out about Florence Nightingale
- recount the story of Florence Nightingale (and other famous people, eg. Helen Keller)

## **Great Fire of London (1666)**

At the end of this unit, the children would be expected to communicate their understanding of the Great fire of London in a variety of ways. They should be able to:

- place the Great Fire on a time line
- sequence the main events of the fire correctly
- know why the fire started and what happened
- understand why it ended and some of the results
- understand how Samuel Pepys diary and pictures helped us to understand what happened

*Many cross curricular writing opportunities, eg. diaries, recounts, posters*

### **ICT:**

In this unit children develop their awareness of different types of questions and how they can be asked and how ICT can be used to answer those using different types of software. They learn that some of the programs they have used so far to present data cannot provide the answers to some specific questions. They begin to realise that programs have limitations and that it is knowledge of the facilities and tools offered that helps us to select the most appropriate tool for a task.

*Children will be using office to produce some of their work – cross curricular.*

## **Mother Nature, designer**

In this unit children:

- investigate and use drawing, collage and textile materials and processes to communicate ideas about line, shape and colour
- comment on differences in others' work
- suggest ways of improving their own work

## Music

### **The long and short of it – exploring duration**

This unit develops children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound. During the unit children explore:

- The duration of vocal and instrumental sounds.
- Playing percussion instruments with control and sensitivity.
- Paying attention to dynamics, tempo and pitch.
- Begin to organise their sounds within a steady pulse.
- They record their sound sequences using symbols.

### **Feel the pulse – Exploring pulse and rhythm**

This unit develops children's ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse. During this unit, children:

- Use songs and activities to develop confidence in singing and playing to a common pulse.
- Respond to and explore changes of speed (tempo)
- Repeat and create simple rhythmic phrases.
- Use these skills to create an accompaniment for a song or chant.  
*Children will also have the opportunity to learn to play the recorder.*