

YEAR: 2
TERM: Summer 2
TOPIC: Big Splash



SIR ROBERT GEFFERY'S SCHOOL
A School for Enthusiasts

Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

<p>RE INTENT</p>	<p>SCIENCE INTENT</p>	<p>MUSIC INTENT</p>	<p>PHSE INTENT</p>	<p>Computing INTENT</p>
<p>To be able to understand what makes some places sacred.</p> <p>LQ: Can I identify a special place by reflecting?</p> <p>LQ: Can I identify a sacred place for Christians by making connections?</p> <p>LQ: Can I identify a sacred place for Jewish people by making connections?</p> <p>LQ: Can I identify a sacred place for Muslims by making connections?</p> <p>LQ: Can I apply my reasoning skills to share the importance of sacred places for communities?</p> <p>IMPACT Year 2 will be able to reflect on their own experiences to identify a special place in their lives. Children will then be able to identify a sacred place for a Christian, Muslim and Jewish person, being able to identify key artefacts and features that make the areas sacred. Year 2 will be able to give three reasons why people like to belong to places of worship. Children will be able to give two reasons why a place of worship is sacred to believers. Children will use their comparative skills to identify similarities and differences between a religious and non-religious place in the community.</p>	<p>To be able to consider the effects of sugar on the body. To be able to understand the pollination process, linking to seeds and bulbs.</p> <p>LQ: Can I recall the process of pollination in order?</p> <p>LQ: Can I use my investigation skills to observe, describe and categorise a variety of seeds and bulbs?</p> <p>LQ: Can I use my observation skills to identify the features of a seed and the germination process by making learning links?</p> <p>LQ: Can I plan an investigation to test how effectively seeds can germinate and grow in different materials and show my awareness of fair testing in my method?</p> <p>LQ: Can I make observations and identify changes that have occurred in the growth of seedlings by recording in my seedling diary?</p> <p>LQ: Can I draw conclusions from my observations to help me answer my seedling investigation question?</p> <p>IMPACT Year 2 scientists will develop an understanding of the pollination process whilst making connections to the plants around them. Children will develop an understanding of the plants in their local area exploring the difference between deciduous and evergreen. Children will be able to identify the key elements for healthy growth in plants and humans.</p>	<p>To be able to improvise short melodies, considering the effect of rhythm and tempo.</p> <p>LQ: Can I develop my instrumental practice to a pop song?</p> <p>LQ: Can I develop my improvisation practise considering the elements of tempo and rhythms to a pop song?</p> <p>LQ: Can I develop my instrumental practice to a calypso song?</p> <p>LQ: Can I develop my improvisation practise considering the elements of tempo and rhythms to a calypso song?</p> <p>LQ: Can I compare and contrast between the features of a calypso, pop and reggae song whilst developing my vocal practice?</p> <p>LQ: Can I create music using digital software?</p> <p>IMPACT Year 2 Musicians will be able to identify and compare differences in rhythm and tempo within pop, calypso and reggae music. Children will be able to identify the key notes needed to be played within a piece of music on a glockenspiel, beginning to develop an understanding of sharp and flat notes. Children will continue to develop their understanding of improvisation, being able to explain why they have chosen certain rhythms to fit different genres.</p>	<p>To be able to understand what a positive relationship is and how to contribute to one.</p> <p>LQ: Can I identify emotions and consider what they look like?</p> <p>LQ: Can I identify when I might feel happy and develop a toolkit for processing this emotion?</p> <p>LQ: Can I identify when I might feel sad and develop a toolkit for processing this emotion?</p> <p>LQ: Can I identify when I might feel worried and develop a toolkit for processing this emotion?</p> <p>LQ: Can I identify when I might feel angry and develop a toolkit for processing this emotion?</p> <p>IMPACT Year 2 citizens will be able to identify emotions within themselves and consider the signs of emotions in others. Children will develop and understand a range of techniques to help them process a range of emotions.</p> <p>Changing Me Covered in Health and Safety week.</p>	<p>To be able to use purple mash software to recreate artwork from a variety of artists and styles.</p> <p>Unit 2.6 Creating Pictures</p> <p>LQ: Can I look at the work of Impressionist artists and recreate them using the Impressionism template?</p> <p>LQ: Can I recreate pointillist art using the Pointillism template?</p> <p>LQ: Can I look at the work of Piet Mondrian and recreate it using the Lines template?</p> <p>LQ: Can I look at the work of William Morris and recreate it using the Patterns template?</p> <p>LQ: Can I look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.</p> <p>IMPACT Year 2 will be able to make links to several styles of art (Impressionism, Pointillism and surrealism) and focus on two artists (Piet Mondrian and William Morris) recreating the styles and work of those artist on Purple Mash. Children will be able to combine more than one effect in 2Paint a Picture to enhance patterns. Children will be able to use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart.</p>

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Art



Art was covered in Summer 1 and previously in the Autumn Term

PE

INTENT

To be able to practise skills and techniques associated with running, throwing and jumping.

Adapted for Gold, Silver and Bronze challenges in each session.

Session 1 -

Running

LQ: Can you choose the correct pace to enable you to keep moving for a longer period of time for a long distance and run/jog on a curve with control and coordination?

Session 2 –

Throwing

LQ: Can you improve the distance you can throw a range of implements for distance showing some technique?

Session 3 –

Running over hurdles

LQ: Can you run at speed with control over hurdles?

Session 4 -

Jumping

LQ: Can you increase the distance you can jump by improving your technique and can you link hopping jumping and leaping together?

Session 5

Athletics Competition

LQ: Can you take part in a competition, sharing equipment and taking turns whilst demonstrating the athletic skills you have learnt over the last 4 weeks?

Session 6

As week 5 - with new score cards. Have children improved from the previous week?

IMPACT

Year 2 athletes will have the opportunity to hone skills linked to throwing for accuracy and distance, practice techniques which will allow them to jump for height and distance and run in a controlled way over short and longer distances.

Geography

INTENT

To be able to use maps to spot key geographical features.

Can I spot geographical features at the beach?

Can I explain why we have lighthouses and where they were built?

Can I identify the location of lighthouses on a map by noticing?

Can I consolidate my learning by effectively positioning 2 lighthouses to safely guide/warn boats near the island?

IMPACT

Year 2 Geographers will begin to ask Geographical questions. Children will develop the skills to be able to use globes and maps. They will be able to identify human and physical features of a map, using this to find and reason for the placement of objects. Year 2 will be able identify and describe what places are like and where they are. Children will deepen their understanding that the world is covered in land and sea. Children will deepen their understanding of the names of and will be able to label the five oceans on the world map.

History

INTENT

To be able to understand who Sir Robert Gefferys was and answer the questions "Why was Sir Robert Geffery important?"

LQ: Can I understand who Sir Robert Gefferys was?

LQ: Can I explain why Sir Robert Geffery was important?

LQ: Can I consolidate my learning on Sir Robert Geffery by creating a factfile?

IMPACT

Year 2 historians will also learn how to find out about the past from a range of sources of information. They will ask and answer questions about the past. Children will be able to understand who Sir Robert Geffery was and his links to the local community. They will develop an understanding of his importance using a variety of sources and considering chronology.

DT

INTENT

To be able to create a sandwich considering 'market research'

LQ: Can I write questions to find out someone's likes and dislikes?

LQ: Can I research and sample existing sandwiches to help create ideas of my own?

LQ: Can I use my evaluation and reasoning skills when sampling flavours?

LQ: Can I design a sandwich using my research for our Pirate themed party?

LQ: Can I create and evaluate the sandwich I have designed?

IMPACT

Year 2 inventors will begin to consider how they use 'market research' to create a product. Children will consider how they feel and the feelings of others when using a product to consider its effectiveness. Children will create an effective design for a sandwich considering, taste, look and materials used. Children will then consider safe practice in the kitchen to create their sandwich for an occasion. Children will then be able to evaluate the effectiveness of their design.