

YEAR: 2
TERM: Spring 1
TOPIC: Pole to Pole



SIR ROBERT GEFERY'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.

RE INTENT	SCIENCE INTENT	MUSIC INTENT	PHSE INTENT	Computing INTENT
<p>To be able to answer the question 'What do Christians believe God is like?'</p> <p>LQ: Can I explore imagery, in order to make predictions about God's messages in a parable?</p> <p>LQ: Can I use 'See-the-Story-Susie' to sequence the parable of the Lost Son by being a looking forwards and backwards owl?</p> <p>LQ: Can I demonstrate what a parable is by creatively exploring hidden meanings?</p> <p>LQ: Can I identify how Christians might show their love for God by reflecting upon my own life experiences?</p> <p>LQ: Can I reflect upon the concept of forgiveness when doing wrong by making links to real life situations?</p> <p>IMPACT Year 2 will be able to analyse stories from the Bible and use it to help their understanding of what a Christian believe's God is like. They will understand what a parable is. They will further develop their reflection skills, considering what they have learnt and how this relates to their own life. Children will consider the messages they have learnt through the half term and apply this to the concept of forgiveness and reflect on how they could use this in real life situations.</p>	<p>To be able to identify habitats of living and nonliving things and adaptations that have taken place for survival.</p> <p>Can I identify living and nonliving things and explain their differences by noticing?</p> <p>Can I describe what an animal needs to survive by making links between adaptations and habitats?</p> <p>Can I match animals to their habitats and explain how they are suited by making connections?</p> <p>Can I explore a habitat for living things by collaborating and investigating?</p> <p>Can I identify the habitats of 5 key vertebrate animal groups by noticing features?</p> <p>IMPACT Year 2 scientists will be able to define living and non-living things using their differences. They will be able to describe what is needed to survive in certain habitats and adaptations that have occurred for this to happen. Children will be able to ask questions about features of animals to better understand the world around them. Children will be able to apply their knowledge of what a habitat is to not only global but also local knowledge. Children will be able to use their knowledge of adaptations to understand how animals survive.</p>	<p>To be able to appraise how emotions are displayed through different styles of music. Exploring the use of dynamics within pieces of music and applying them to improvisations.</p> <p>Can I use my appraisal skills to identify how lyrics are used within a song?</p> <p>Can I use my appraisal skills to identify dynamic changes?</p> <p>Can I apply my glockenspiel knowledge to a South African inspired piece?</p> <p>Can I apply dynamics changes to my improvisation?</p> <p>Can I maintain my part during a two part melody?</p> <p>Revise and perform a class chosen song from this unit.</p> <p>IMPACT Year 2 Musicians will be able to identify how emotions are portrayed in different pieces of music. Children will begin to develop the ability to maintain a part within a 2 part melody song. Year 2 musicians will be able to begin to use their appraisable skills to identify key elements within music. Children will continue to develop their improvisational skills on tuned instruments with a focus on dynamics</p>	<p>To be able to reflect on experiences of work and demonstrate perseverance when working towards a goal or an end product.</p> <p>Can I choose a realistic goal and think about how to achieve it?</p> <p>Can I persevere even when I find tasks difficult?</p> <p>Can I recognise who I work well with and who it is more difficult for me to work with?</p> <p>Can I work well in a group to create an end product?</p> <p>Can I explain some ways I worked well in my group to create the end product?</p> <p>Can I share success when working with other people?</p> <p>IMPACT Year 2 children will be able to set a smart goal. They will be able to recognise when they work well with others and the qualities that make successful group work. Children will be able to identify the attributes of perseverance and demonstrate these within a group project. Children will be able to know how to share success and identify their feelings of success when working within a group.</p>	<p>To be able to present digital content and ideas in a variety of ways in groups and individually.</p> <p>Can I explore how a story can be presented in different ways?</p> <p>Can I make a quiz about adaptations an animal would need to survive in a chosen habitat?</p> <p>Can I make a factfile on a UK country? (Link to Geography unit)</p> <p>Can I make a presentation on minibeasts found within the nature trail by collaborating?</p> <p>Can I present a presentation on minibeasts found within the nature trail by collaborating?</p> <p>IMPACT Year 2 children will be able to understand that digital content can be represented in many forms. Children will know that data can be structured in tables to make it useful. Children will be able to use a variety of software to manipulate and present digital content. Year 2 will be able to talk about their work and make improvements to solutions based on feedback received.</p>

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Art

INTENT

To create a piece of art in the illustration style, inspired by Alex Latimer

LQ: Can I study the illustrations of Alex Latimer considering the use of colour and shape?

LQ: Can I show the use of pattern and texture in a drawing?

LQ: Can I show an understanding of scale when I draw an animal?

LQ: Can I create an animal illustration in the style of Alex Latimer?

LQ: Can I create digital elements to be used alongside my animal illustration, inspired by Alex Latimer?

IMPACT

Year 2 artists will continue to develop their use of drawing and sketching skills. They will understand what the style of illustration is and name examples. They will consider the scale of elements of their artwork in relation to each other. They will begin to use some digital elements within their work and understand what digital art is.

PE

INTENT

To be able to hone their games playing skills involving propelling a number of sporting objects in increasingly more challenging circumstances. These will involve pupils travelling while completing skills and also aiming at targets both moving and static at increasing distances.

Games Unit 3

Session 1:

LQ: Can I carry, stop, move and control a ball?

Session 2:

LQ: Can I move with the ball avoiding obstacles?

Session 3:

LQ: Can I move with and pass a ball effectively?

Session 4:

LQ: Can I aim and throw a frisbee for distance?

Session 5:

LQ: Can I aim and throw a frisbee into or at a target?

IMPACT

Year 2 athletes will have a growing understanding of performing basic skills on the move and with accuracy as a key performance indicator.

Geography

INTENT

To be able to identify key features of the UK using multiple sources and thinking skills.

Can I name and locate the world's continents, oceans and UK countries by noticing them on a map?

Can I use sources and thinking skills to collate information about a country in the UK?

Can I create a fact file about the UK using my research?

Can I study weather patterns in the UK and the impact of the equator?

Can I study the north and south poles and understand why they are cold, making links to the Earth's rotation?

IMPACT

Year 2 geographers will be able to locate and name the continents, oceans. They will be able to use sources and thinking skills to collate information about the UK. Year 2 will create a factfile on a UK country of choice using their computing skills. Children will be able to use geographical vocabulary and features on a map to explain differences between Uk and South/ North poles.

History



History was covered in the autumn term and will be revisited in the summer term.

DT



DT to be covered in the second half of the spring term.