

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



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 consider the importance of objects and mezuzah in Judaism. To further understand why Easter is important to Christians.</p> <p>LQ: Can I explain why something is precious to me?</p> <p>LQ: Can I understand what is precious to Jewish people?</p> <p>LQ: Can I explain the importance of the mezuzah to a Jewish person?</p> <p>LQ: Can I create an important belief message and reflect on how it makes me feel?</p> <p><i>Judaism learning will continue after Easter holidays</i></p> <p>FINAL TWO WEEKS OF TERM SALVATION: What does Easter mean to Christians?</p> <p>IMPACT Year 2 children will develop an understanding of precious items for a Jewish person. They will consider the importance of a mezuzah and will reflect on how a belief like this could impact their own lives. Year 2 children will then go on to further understand the Easter story</p>	<p>To be able to identify key adaptations and the role animals play within their food chain and habitat.</p> <p>Can I explore nocturnal animals by making comparisons between those and other animals I know?</p> <p>Can I explore how animals move, making links to adaptations and their habitats?</p> <p>Can I identify the differences between a producer and consumer?</p> <p>Can I construct a simple food chain by making links?</p> <p>Can I construct a food web for an ecosystem and consider impacts of changes to the ecosystem by collaborating?</p> <p>IMPACT Year 2 scientists will be able to identify key adaptations within animals, including changes in behaviour and link them to their uses. 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 link a simple food chain and consider the effect of changes to this. Year 2 scientists will understand together the effect of changes on a wider ecosystem.</p>	<p>To be able to understand how music can be used to tell a story and helps to connect communities whilst exploring key elements of music.</p> <p>Can I continue to develop my instrumental practice learning a 4 note melody?</p> <p>Can I develop my improvisation to a pop track?</p> <p>Can I understand how questions and answers work within a song?</p> <p>Can I create a short melody in a group using 3 notes, applying my questions and answers?</p> <p>Can I describe the use of lyrics within a song by looking forwards and backwards?</p> <p>Revise and revisit a chosen song for performance. Applying improvisation skills developed.</p> <p>IMPACT Year 2 Musicians will be able to develop their reflective feedback on instrumental practice in small groups. They will be able to develop their improvisation skills. They will be able to understand the melodic relationship between a question and answer within a song. They will then be able to extend their thinking around how lyrics are used and the meaning they give to songs.</p>	<p>To be able to understand how to keep my body healthy, considering food, medicines and the mind.</p> <p>Can I know what I need to keep my body healthy?</p> <p>Can I show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed?</p> <p>Can I understand how medicines work in my body and how important it is to use them safely?</p> <p>Can I sort foods into the correct food groups and know which foods my body needs every day to keep me healthy?</p> <p>Can I make some healthy snacks and explain why they are good for my body?</p> <p>Can I decide which foods to eat to give my body energy?</p> <p>IMPACT Year 2 children will be able to identify what is required to keep our bodies healthy. Children will be able to understand where foods sit within their food groups and the effects of eating them. They will have the tools to make healthy choices within their diet and the opportunity to develop ways of making 'healthy snacks'. Children will understand the use of medicines and how they are used safely.</p>	<p>To be able to organise information into a binary tree and use them to answer simple yes or no questions.</p> <p>Unit 2.4 Questioning</p> <p>Can I show that the information provided on pictograms is of limited use beyond answering simple questions?</p> <p>Can I use yes/no questions to separate information?</p> <p>Can I construct a binary tree to separate different items?</p> <p>Can I use 2 Questions (a binary tree) to answer questions?</p> <p>Can I use a database to answer more complex search questions?</p> <p>IMPACT Year 2 children will be able to answer simple yes/ no questions to organise information into the correct categories. Children will use their critical thinking skills to consider the defining features of animals to organise into a binary tree.</p>

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Art



Art was covered in the autumn and first part of spring. It will be revisited in the summer term.

PE INTENT

To gain a better understanding of controlling a ball both stationary and moving with their feet. To adapt skills into small game situations.

Session 1
 LQ: Can I move around the area keeping the ball under control and near to your feet?

Gold – I can use both feet to control the ball whilst moving.
 Silver – I can keep the ball near to my feet when moving.
 Bronze – I can keep the ball near my feet some of the time when moving.

Session 2
 LQ: Can I pass and receive the ball along the ground with some control?

Gold – I can pass the ball and receive the ball keeping it under control using different parts of my feet.
 Silver – I can pass the ball to my partner with some control and receive the ball using my feet.
 Bronze – I can pass and receive the ball with my feet.

Session 3
 LQ: Can I kick and shoot a ball towards a goal?

Gold – I can kick and shoot a ball to score a goal.
 Silver – I can kick and shoot a ball towards a goal.
 Bronze – I am beginning to kick a ball towards a goal.

Session 4
 LQ: Can I practise passing and receiving the ball in a game?

Gold – I can pass the ball to team mates using my feet and I can receive the ball with control keeping it close to my body.

Geography INTENT

To understand what life would be like in the south pole, using maps, research and comparison.

LQ: Can I study the South Pole and identify geographical and factual features on a map?

LQ: Can I study the North Pole and identify geographical and factual features on a map?

LQ: Can I find out about life on the South Pole?

LQ: Can I write a postcard to a Year 1 child, describing my time on the South Pole?

LQ: Can I use my knowledge of the poles to answer the BIG QUESTION 'Why can't a meerkat live in the North Pole?'

IMPACT

Year 2 Geographers will be able to use their *investigation* skills to notice geographical features on a map. They will use their critical thinking skills to *compare* different locations. Children will build their knowledge of life in the south pole and use *questioning* to expand their ideas. Children will then be able to *reflect* on their learning to answer a big question.

History



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

DT INTENT

To create a batik tile inspired by the south pole, in the style of Jacky Innes.

LQ: Can I explore an artist's work and practice colour mixing with water colour paints?

LQ: Can I explore the ways in which wax resists paint?

LQ: Can I design my batik tile, making links to Jacky Innes?

LQ: Can I use my design to create my batik tile?

LQ: Can I evaluate upon my own work and the work of others, using thinking hats?

IMPACT

Year 2 designers will continue to develop their colour mixing skills. They will develop an understanding of how wax integrate with colour on textile. They will develop an understanding of Innes' work, considering their inspiration and how they create their work. Children will then evaluate their work considering its links to a success criteria.

Silver – I can pass the ball with my foot over short distances and I can control the ball when it is passed to me
Bronze – I can pass the ball with my foot to a player over short distances.

Session 5

LQ: Can I begin to play as part of a team?
(Football based games not match play)

Gold – I can play football games using the skills I have learnt over the last five weeks of dribbling, passing and shooting with control and confidence.

Silver – I am beginning to play football games using dribbling – keeping the ball near my feet, shooting – scoring a goal and using passing skills – passing to another player.

Bronze – I can kick, pass and stop a football with support, I am beginning to play football games using dribbling – keeping the ball near my feet, shooting and scoring a goal.

Session 6

LQ: Can I take part in a football match using the skills you have learnt to dribble, pass to other players, look for space to receive the ball?

Gold – I can confidently apply the skills I have learnt to play in a football match - I can Pass, receive and dribble the ball with good control, keeping the ball near my feet, show awareness of the other players and the space around me and shoot a ball at a goal with good aim.

IMPACT

Year 2 footballers will have an increasing awareness of basic skills involved in successfully stopping and kicking the ball and some will begin to be able to show awareness of others around them in a small-sided game situation.