YEAR: 2
TERM: Spring 1
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.

RE

INTENT

To explore what it means to belong, how people show belonging in faith and other communities, and the value of caring for and respecting others.

LQ: Can I talk about the groups I belong to and why they are special?
Mirrors - Reflecting on the community around me

LQ: Can I recognise and explain Christian symbols of belonging?

LQ: Can I identify and describe symbols of belonging in Muslim and Jewish communities?

LQ: Can I say why all people are important and how faiths show this?
Window - Considering others worldviews and their importance

LQ: Can I describe what happens in a Christian or Muslim welcome ceremony and what it means?

LQ: Can I identify ways people show love and belonging when they get married?

IMPACT

By the end of the unit, pupils will understand how people show belonging through symbols, ceremonies, and caring actions, make connections between their own experiences and those of others, recognise similarities and differences, and respond sensitively to diversity, developing empathy, respect, and an appreciation of the importance of community.

SCIENCE

INTENT

To be able to identify habitats of living and nonliving things and adaptations that have taken place for survival.

Can I identify living and nonliving things and explain their differences by noticing?

Can I describe what an animal needs to survive by making links between adaptations and habitats?
Windows - Considering the wonder of nature

Can I match animals to their habitats and explain how they are suited by making connections?
Windows - Considering the wonder of nature

Can I explore a habitat for living things by collaborating and investigating?

Can I identify the habitats of 5 key vertebrate animal groups by noticing features?

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.

MUSIC

INTENT

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.

Can I use my appraisal skills to identify how lyrics are used within a song?

Can I use my appraisal skills to identify dynamic changes?

Can I apply my glockenspiel knowledge to a South African inspired piece?

Can I apply dynamics changes to my improvisation?

Can I maintain my part during a two part melody?

Revise and perform a class chosen song from this unit.

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

PHSE

INTENT

To be able to reflect on experiences of work and demonstrate perseverance when working towards a goal or an end product.

Can I choose a realistic goal and think about how to achieve it?

Can I persevere even when I find tasks difficult?

Can I recognise who I work well with and who it is more difficult for me to work with?

Can I work well in a group to create an end product?

Can I explain some ways I worked well in my group to create the end product?
Mirror - How working together in a team makes us feel

Can I share success when working with other people?

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.

Computing

INTENT

To be able to plan, predict, test and evaluate the movements of a robot.

Can I give clear instructions to a peer?

Can I use an algorithm to program a sequence on a floor robot?

Can I predict the outcome of a sequence?

Can I explain the choices I made for my mat design?

Can I create an algorithm to meet my goal?

Can I test and debug each part of my program?

IMPACT

Year 2 children will be able to give and follow clear instructions. They will understand what an algorithm is and how it can be applied to a moveable robot. Year 2 children will be able to predict the outcome of a planned sequence. Year 2 children will then be able to test and debug their planned programme developing their critical analysis skills.

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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?
Windows - Considering the smaller details when observing living things

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

LQ: Can I create digital elements to b e 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 use different body parts to create shapes and movements, travel in time with music using changes in speed and direction, and join actions smoothly to create and perform a short dance that shows a story or feeling.

Can I explore and use different body shapes, levels, and directions to make my movements more interesting and controlled?

Can I use changes in speed, rhythm, and pathway to move in time with different types of music?

Can I show a clear character, idea, or feeling through my movements and expressions in dance?

Can I link a variety of movements smoothly to create a short, structured dance sequence?

Can I work with a partner or group to create a dance that includes unison, canon, and changes in formation?

Can I perform my dance sequence clearly, confidently, and give helpful feedback to improve future performances?

IMPACT

Year 2 dancers will have opportunities to explore movement using different body parts, shapes, and levels, travel in time with music, and combine actions to create and perform a short dance that communicates a story.

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?
Windows - Considering the wonder of our planet.

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?
Windows - Considering the wonder of our planet.

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.