

Year 2

Autumn Term - Year 2

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| 1 | 2.9.20 - 8 pieces of work | 1.10.20 - 5 pieces of work |
| Focus and Skills | <p style="text-align: center;"><u>Geography - Map Study and skills- Rugeley and Cannock Chase</u></p> <p style="text-align: center;"><u>How do I use a map to describe our local area?</u></p> <p>What is shown on a map? Which countries make up the UK? What are the UK's main cities? Where in the UK is Rugeley? What is the quickest route to the town centre from school? What does Rugeley look like from above? What physical features can we see? Could Rugeley be improved? Can I observe and collect data? Fieldwork (2 pieces of work) Can we draw a map of Birches Valley Visitors Centre and create a key? How would we describe Rugeley and Cannock Chase?</p> | <p style="text-align: center;"><u>Science - Plants</u></p> <p style="text-align: center;"><u>How do plants grow?</u></p> <p>What is germination? What are the main parts of a plant? What do plants need to grow and survive? Can we make scientific observations? What is the life cycle of a plant?</p> |
| Texts | The Dot, Peter Reynolds Favourite 6 texts | |
| Trips | Fieldwork into Rugeley town centre to conduct surveys, create sketch maps and make observations. PE Games workshop visitor | |

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| 2 | 2.11.20 - 5 pieces of work | 23.11.20 - 1 final piece | 7.12.20 - 1 piece of work |
| Focus and Skills | <p><u>History - Mining Communities</u></p> <p><u>Why is mining important in Rugeley?</u></p> <p>What is mining?</p> <p>What was life like in Rugeley in the 1960's?</p> <p>How did mining change Rugeley?</p> <p>What is Rugeley like today compared to the past?</p> <p>Does mining still have an impact in Rugeley today?</p> | <p><u>Art - Drawing with charcoal</u></p> <p>Art - Artist Study - William Kentridge</p> <p>Intention- Provide children with the knowledge and skills to experiment, invent and create their own works of art using charcoal.</p> <p>Implementation- Study the work of William Kentridge. Use smudging techniques to show light and dark and their finger to blend darker edges.</p> <p>Impact- To create a piece of art in response to the work of William Kentridge using charcoal.</p> | <p><u>RE - Christianity</u></p> <p><u>Why do Christians believe that God gave Jesus to the world?</u></p> <p>Does/do the world/people need to be saved/rescued?</p> <p>How can showing love to people save/rescue them?</p> <p>How do I show love to the world?</p> |
| Texts | <p>Favourite 6 texts</p> <p>The Little Wolves and The Big Bad Pig, Eugene Trivizas (traditional tales)</p> | | |
| Trips | <p>Visitor - Former Lea Hall Colliery miner.</p> <p>Cannock Chase Museum</p> | | |

Spring Term - Year 2

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| 1 | 4.1.21 - 7 pieces of work | 25.1.21 - 5 pieces of work | 8.2.21 - 1 final piece |
| Focus and Skills | <p><u>Geography - Locate and name continents and oceans.</u></p> <p><u>What are the geographical features of London and Japan?</u></p> <p>Where is the UK in relation to Japan? (Locate and name continents and oceans)</p> <p>What are the human and physical features of London?</p> <p>How has London changed over time?</p> <p>What makes London special?</p> <p>What are the human and physical features of Japan?</p> <p>How does living in the countryside compare to life in a city in Japan?</p> <p>How do London and Japan (Tokyo) compare?</p> | <p><u>Science - Everyday Materials</u></p> <p><u>Why do we use everyday materials??</u></p> <p>Can we use a range of materials?</p> <p>What are the properties of a variety of materials?</p> <p>Why might a certain material not be useful?</p> <p>Can we compare the suitability of some materials?</p> <p>How can materials be changed?</p> | <p><u>DT - Apron - Basic and backstitch, sewing to add embellishments.</u></p> <p>Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria. |
| Texts | <p>Favourite 5</p> <p>Katie in London, James Mayhew</p> <p>All about Japan, Willamarie Moore</p> | | |
| Trips | | | |

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| 2 | 22.2.21 - 7 pieces of work | 22.3.21 - 1 piece of work |
| Focus and Skills | <p>History - Events beyond living memory - <i>Great Fire of London</i></p> <p><u>How did the Great Fire change London?</u></p> <p>What did London look like in the past? What significant event changed how London looks today? Why did the <i>Great Fire of London</i> spread so quickly? Who is Samuel Pepys and why is he important? How did the <i>Great Fire of London</i> affect the plague? What impact did the <i>Great Fire of London</i> have on London? What have we learnt form the <i>Great Fire of London</i>?</p> | <p>RE - Christianity</p> <p><u>Jesus came back from death (crucifixion) is it important?</u></p> <p>How can we find out if Jesus did come back to life? What does Jesus' resurrection mean for Christians?</p> |
| Texts | <p>Favourite 5 texts</p> <p>Vlad and The <i>Great Fire of London</i>, Katie Cunningham The <i>Great Fire of London Unclassified</i>, Nick Hunter</p> | |
| Trips | <p>Staffordshire Fires Service visit (Fire safety)</p> | |

Summer Term - Year 2

| 1 | 19.4.21 - 8 pieces of work | 10.5.21 - 6 pieces of work | 24.5.21 - 1 final piece |
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| Focus and Skills | <p><u>Geography - Hot and cold countries</u> <u>Australia and Iceland</u> <u>Why are some countries hot and some cold?</u></p> <p>Where is the equator, north pole and south pole? What do we notice about the countries that are close to the equator? What is it like to live in Australia? How do the weather patterns at the poles compare to those countries near to the equator? What is the weather like where we live? How do people live in Iceland? How does the weather affect Australia and Iceland's landscape? Where would we prefer to live and why?</p> | <p><u>Science - Living things and habitats</u> <u>What is a living thing and where do they live?</u></p> <p>What is an organism? What is a habitat? Why do animals live in specific habitats? Can we match living things to their habitats? How do animals find their food? What is a foodchain?</p> | <p><u>Art - Pointillism</u> Art - Artist Study - Clifford Possum Tjapaltjarri</p> <p>Intention- Provide children with the knowledge and skills to experiment, invent and create their own works of art using the pointillism technique. Implementation- Study the work of Clifford Possum Tjapaltjarri. Create a picture using dark paper, bright paint and items such as pencils, twigs etc which lend themselves to dot making. Impact- To create a piece of art in response to the work of Clifford Possum Tjapaltjarri.</p> |
| Texts | <p>Favourite 5 texts The Tin Forest, Helen Ward (environmental damage)</p> | | |
| Trips | | | |

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| 2 | 7.6.20 - 5 pieces of work | 21.6.21 - 4 pieces of work | 4.7.21 - 1 final piece | 12.7.21 - 1 piece of work |
| Focus and Skills | <u>History - Significant Individuals - Nurses</u> <u>Who shaped nursing today?</u> What was Edith Cavell known for? What was Mary Seacole known for? What was Florence Nightingale known for? What did these significant individuals have in common? How is nursing today different to in the past? | <u>Science - Animals inc. humans</u> <u>What do animals need to survive?</u> What are the stages in an animal's life cycle? What are the names of different animal's young? What do animals and humans need to survive? How can we look after our bodies? | <u>DT - Picture frame - joining methods.</u> Design <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate <ul style="list-style-type: none"> - explore and evaluate a range of existing products evaluate their ideas and products against design criteria. | <u>RE - Islam: Creation + Origin</u> <u>How do Muslims demonstrate their faith?</u> What are the rituals/ceremonies of a Muslim? How do these things help them in their commitment to their faith? |
| Texts | Favourite 5 texts Hoorah for Mary Seacole, Trish Cooke | | | |
| Trips | | | | |