

EXPLORE



Title: Ahoy me hearties!

Topic Description:

Pirates are known for their love of treasure hunting, exploring new lands and making their enemies walk the plank. If you are brave enough – climb aboard our pirate galleon and set voyage to the sandy coves of the north-east. You will be following treasure maps to find what lies beneath the sand and to create your own for other pirates to follow.

Year Group: 2
Term: Autumn 1

Geography Objectives:

To ask geographical questions using appropriate vocabulary.

To take and use digital photos.

To identify physical and human features.

To draw simple maps and to identify features on a map.

Curriculum Links:

Art – (observational drawing – to reproduce from memory or observation, to create collage with a range of materials and textures).

Drift wood sculptures.

Sand sculptures.

Sea shanties (Music – to sing simple songs from memory).

Core Skills:

To collaborate with others.

To ask questions to extend thinking.

EAL

Matching key words to pictures and artefacts.

Drama

Interview a pirate.

Sustainability

Keeping our beaches and water clean – pollution. Litter pick on the beach.

PHSE

Respecting and protecting the environment. Looking at the impact of rubbish on wildlife and the dangers it can pose to adults and children.

The World of Work/Enterprise

How to become a life guard.
RNLI – water safety.
Sea Rescue.

EXPLORE



Title: City Life

Topic Description:

Bright lights, busy streets and friendly faces. To many, cities are vibrant, concrete jungles that are exciting homes to millions of people across the globe. To others they are dirty, polluted and noisy environments. What is it truly like to live in a modern day city?

Is pollution a significant problem in the north-east?

Would you choose to live in a city or leave for the countryside?

In this unit you will discover how to investigate and compare cities across the world.

Year Group: 2

Term: Autumn 2

Geography Objectives:

Recognise characteristic physical and human features of places

Identify parts of some physical features

Understand similarities and differences in places

Use aerial photographs to identify land use and other geographical features

Know that places are linked by paths or roads

Express views about local area and environment

Use vocabulary of size to classify

Use tally charts and simple tables to collect information

Curriculum Links:

Art -

We will create a collage of a cityscape with a range of materials and textures.

Maths – Statistics

We will create tally charts and simple tables/graphs from a litter pick and traffic survey.

Literacy – Driver texts 'A Walk from our City School,' 'Mapping a City'.

To create fiction and non-fiction writing linked to cities (trip).

ICT -

Give a single instruction to make something happen.

Explain what has happened when using ICT for control.

Predict what might happen when controlling.

Move and control a programmable toy (BeeBot).

Core Skills:

To ask questions to extend thinking

To read and write effectively

To understand and follow maps of the local area

To work collaboratively

Sustainability

We will learn how to care for the environment and the impact litter, noise pollution and graffiti has on the local area.

	<p>Topic End points</p> <p>Most children will</p> <ul style="list-style-type: none"> • Compare and contrast Newcastle with the countryside. • Use a map to locate their address. • Observe the vehicles that drive in our local area. • Create a graph and analyse traffic flow. • Write a recount of a trip around our local area. <p>Some children will:</p> <ul style="list-style-type: none"> • Label a picture to show the differences between Newcastle and the countryside. • Create a poster to show how we can improve our local environment. 	<p>EAL</p> <p><u>Images:</u> Pictures of Newcastle and the countryside. Maps of the local area.</p> <p><u>Experiences:</u> Bus trip around Newcastle, traffic survey.</p> <p>Vocab: City, countryside, buildings, bridges, map, tally, local, busy.</p> <p><u>Sentence stems:</u></p> <p>In the countryside/city there is ...</p> <p>Around the city/countryside</p> <p>I can see ...</p> <p><u>Questions</u></p> <p>What can you see in the city/countryside?</p> <p>Where do you live?</p> <p>What do you live near to?</p>	<p>PHSE</p> <p>Discuss thoughts and feelings about our city is changing. How does it feel to live here? What would make it better and more appealing?</p>
		<p>Drama</p> <p>Hot seating- local council</p> <p>Freeze framing</p>	<p>The World of Work/Enterprise</p> <p>We will look at the range of occupations that people have in the city and how the local council work to improve and adapt the area.</p>

<p style="text-align: center;">DISCOVER</p> 	<p>Title: Nightmare Nursing</p> <p>Topic Description: Who was the lady behind the lamp? Florence Nightingale was a pioneer in her field who achieved many amazing things; from being one of the first nurses to treat soldiers on the battlefield to introducing the importance of keeping clean. As well as ensuring hospitals were kept hygienic Florence set up a school for training nurses so that all nurses met the required standard before joining hospitals around the county. We will follow her story from its very beginnings read in her family's library, through the noise and horror of the Crimean war, as well as the effects that she had on our lives even today. Journey with us as we follow the Lady with the lamp.</p>		
<p>Year Group: 2 Term: Spring 1</p>			
<p>History Objectives: The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally. Use pictures and artefacts for answering questions about the past. Ask questions about what they have heard or seen. Identify any important changes which happened at the time being studied. Use more complex phrases to describe time – a long time ago, centuries ago...</p>	<p>Curriculum Links: History Understand the impact of Florence on the way hospitals are set up and run. Understand how Florence supported and helped soldiers during the Crimean war. Complete timelines to show the passing of time and the changes that occurred. Art Learn about the work of a range of artists, craft makers and designers during the Victorian era – William Morris. ICT Create and debug simple programs, experiment with variables and algorithms, become familiar with using scratch, learn to create an interactive storybook using Scratch Junior on the Life of Florence Nightingale</p>	<p>Core Skills: To ask questions to extend thinking To read and write effectively To understand how places change over the course of many years. To work collaboratively.</p>	<p>Sustainability We will learn about how hospitals have changed over the years to be able to help more people. Learn about what Florence did to help support the soldiers during the war.</p>
		<p>EAL Images – Florence Nightingale, hospitals, Experiences – Drama, Doctor/nurse visitor Key Vocabulary – Doctor, nurse, Scutari hospital, hygiene, instruments. Sentence stems – In the hospital I can see/hear/smell...</p>	<p>PHSE Discuss thoughts and feelings about life during the Crimean war? How would Florence have felt? What would Florence have experienced at the time?</p>

	<p>Topic End Points <i>Most children will...</i></p> <ul style="list-style-type: none"> • Order events on a timeline • Learn about Florence's life from videos, pictures or books • Create a diary entry based on Florence's life • Compare and contrast hospital life – then/now • Compare Florence Nightingale to other significant nurses. <p><i>Some children will...</i></p> <ul style="list-style-type: none"> • Give reasons for why she acted the way she did. 	<p>Drama Hot seating Drama activities based on the Crimean war.</p>	<p>The World of Work/Enterprise We will look at the changes in hospitals over the years – who works there and what they do?</p>
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	<p>Title: Floral Fiesta</p>		
<p>Year Group: 2 Term: Spring 2</p>	<p>Topic Description: “So I said to myself - I'll paint what I see - what the flower is to me but I'll paint it big and they will be surprised into taking time to look at it.” (Georgia O’Keefe)</p> <p>We will be exploring flowers both in nature and in art, focussing on the artist Georgia O’Keefe. We will be having a floral fiesta celebrating flowers and nature, drawing our own sketches from photographs we have taken and creating wonderful floral masterpieces from tissue paper to bring the outside in.</p>		
<p>Art Objectives: Explore ideas and collect information in a sketch book using observation of photographs. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Look at an artist describing the differences and similarities between different practices and disciplines and making links to their own work. Use a range of materials/ processes to show ideas / meanings using a range of pens, pencils, pastels and charcoal. Select the best materials for the job. Talk about their work and explain it. Begin to use ways to improve work explore ideas and change what they have done to give a better result. Use shading to create different effects.</p>	<p>Curriculum Links: Play tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>ICT Take digital photos. Store documents into a folder and retrieve them. Use clip art to add and resize a picture.</p>	<p>Core Skills: To ask questions to extend thinking To read and write effectively To explore nature. To work collaboratively</p> <p>EAL Key experiences – Visit to park/art gallery. Key vocabulary – flower, camera, stem, mixing, petal, painting, leaf, primary colours, photograph, secondary colours</p> <p>Sentence Stems - To create my picture I will/I used... To improve my picture I will... I like this painting because.... I don't like this painting because...</p>	<p>Sustainability We will learn about how to keep our planet healthy. How plants can contribute to our planet and lives. We will also find out about plastics and the effects on the planet/plants.</p> <p>PHSE How they can contribute to the life of the classroom and school. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed.</p>
	<p>Topic End points Most children will be able to: Learn about nature and take photos of flowers. To draw flowers based on photographs and create tissue paper art based on flowers. They will communicate ideas about line, shape and colour; comment on differences in others’ work; suggest ways of improving their own work.</p>	<p>Drama/Dance Use music to express themselves based on flowers. Children to create a dance based on a song.</p>	<p>The World of Work/Enterprise We will learn about the jobs that help the environment. How we can use nature to inspire artists.</p>

DISCOVER



Title: The Groovy Greeks

Topic Description:

What do Niké and the Olympics have in common? They both were created in Ancient Greece.

Over 2500 years ago the Ancient Greeks were leading the way in creating the world of sport as we know today. They invented many things including maths, the alphabet, theatre, law and even the alarm clock! However did you know that they are also responsible for creating the Olympic games and many sports we play today!

In this unit you will discover the history of the Olympic games and how they have evolved from ancient times. So get your running shoes ready, on your marks, get set ...

Year Group: 2
Term: Summer 1

History Objectives:

Events beyond living memory that are significant nationally or globally.
Ask questions about what they have heard or seen.
Retell and pick out the main element of stories they have heard about the past.
Discuss what they have learnt most about stories from the past.
Explain what they think is important about the past and explain reasons why.
Sort recent historical studies into a broad time order.

Curriculum Links:

History
Understand how the Ancient Greeks have influenced sport today.
Compare the differences between the past and the present.
Learn about life in Ancient Greece through stories and fables.

Art
Examine Greek artefacts and designs to understand what life was like.
Design their own vase reflecting current sports today.

ICT
Create an interactive book or fact file on an aspects of Greek Life, through searching and copying images from the internet.

Topic End Points:

Most children will:

- Place Ancient Greece on a time line and sequence

Core Skills:

To ask questions to extend thinking
To read and write effectively
To identify changes between the past and present.
To use appropriate vocabulary linked to the past.
To work collaboratively

EAL

Translate key vocab into home language.
If opportunity presents, then match key vocabulary (nouns) to pictures.
Sentences with missing adjectives

Drama

Re-enact Greek stories and fables using freeze framing and hot-seating.

Sustainability

We will learn how the Ancient Greeks have impacted on modern sporting life today. We will compare our lives and identify differences and similarities between the ancient world and the modern.

PHSE

Discuss thoughts and feelings about playing sports and team work. How does it feel to loose and win?

The World of Work/Enterprise

We will look at how sport has become an important occupation for many.

events within this period correctly;

- know why the civilisation flourished and how it influenced life today
- understand why it ended and some of the results; communicate their understanding in a variety of ways.

Some children will:

- recognise that the Ancient Greece happened a long time ago;
- sequence some of the events of the period correctly;
- select some relevant information from pictures of the period