

Curriculum Driver
Where in the world are we?

Year 2 Autumn Term

Topic Question: Where in the world are we?

Linked people of study: John Dyer

Linked texts: The Three little pigs (science) Meerkat Mail by E.Gravett, Handas surprise, Kitchen disco, Here we are by Oliver Jeffers.

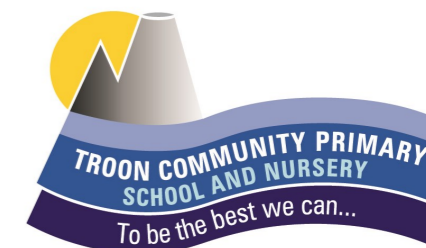
Linked Music: Rainbow pond or Charanga unit 1 and 2
Computing: Coding: Year 2 unit 1.

Trips/Visitors: Travel agent visitor, Art trip to Godrevy

Topic Composite/Finale: Invite Parent/carers in to Art Gallery

Prior learning: Oh I do like to be beside the seaside (Geography)

Year 3 Future Learning Link: Geography- Build on knowledge of local area and the UK to include Europe, North and South America.



Science

Intent: Children will have a good knowledge of different types of materials and their properties.

Skills, and Knowledge Components Focus

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Sticky Knowledge:

- I know that material is what an object is made from.
- I know that materials are selected carefully based on their suitability.
- I know that some objects can be made from various materials e.g. a shoe can be made from rubber, leather or fabric.
- I know that you can change the shape of some materials.
- I know that squashing an object is when you crush something so that it becomes flat, soft or out of shape.
- I know that bending an object changes a straight object so it is curved.
- I know that twisting an object changes the shape by turning it.
- I know that stretching an object is when you make something longer or wider without tearing or breaking it.

Key Vocabulary: material, solid, object, squashing, bending, twisting, stretching, suitability, metal, plastic, glass, brick, rock, paper, cardboard, strongest, rigid, flexible, fabric, properties, various, rubber, inflatable, hard, smooth, transparent, stiff

Subject Composite: Design and create shelter linked to seasonal and daily weather patterns.

Impact: Children will use their scientific in their everyday lives to make sensible choices. E.g. choosing appropriate footwear on a rainy day. Children will be able to give reasons for their choices.

Geography

Intent: Children will have a good geographical knowledge of our world. Children will be able to identify continents, oceans, the United Kingdom and certain cities on a map or globe.

Skills, and Knowledge Components Focus

- Know the 5 oceans and know the seven continents.
- Name, locate and identify characteristics of the 4 capital cities of the UK and surrounding seas.
- Identify seasonal and daily weather patterns in the UK.
- Know hot and cold areas in relation to the equator and the North and South Poles.
- Use maps, atlases and globes to identify the UK and selected other countries.

Sticky Knowledge:

- A continent is a large solid area of land which is made up by a group of countries.
- There are 7 continents; North America, South America, Africa, Europe, Asia, Oceania, Antarctica
- The North and South poles are the poles the earth spin around
- The equator is an imaginary circle around the earth.
- I know the 5 oceans are; Pacific ocean, Atlantic ocean, Indian ocean, Southern Ocean and the Arctic Ocean.
- I know that the United Kingdom is boarded by 4 seas English Chanel, North Sea, Irish Sea, Atlantic Ocean.
- I know that Cardiff is the capital city of Wales.
- I know that Edinburgh is the capital city of Scotland.
- I know that Belfast is the capital city of Northern Island.
- I know that London is the capital city of England.

Key Vocabulary: ocean, continent, countries, cities, seas, feature, seasonal, weather, pattern, North and South poles, map, atlas, globes, equator, capital

Subject Composite: Travel agent role play at the end of the topic. Invite parents and carers in to book a holiday in one of the capital cities of the UK. Children to create a weather report using the 'green screen'.

Impact: Children develop a curiosity about the world and ask questions about other localities within the UK and wider world. Children share their experiences of travel and inspired to travel to different places.

DT

Intent: Children will have a good understanding of where their food comes from and can design, make and evaluate a dish.

Skills, and Knowledge Components Focus

- Understand what a healthy and varied diet is.
- Use knowledge of healthy eating to prepare dishes.
- Understand where food comes from (plant or animal).
- Use a set of criteria to aid the design process.
- Explain what they are making, and what they will need to use.
- Evaluate their product against their design criteria.

Sticky Knowledge:

- I know that I need to eat a balance of different foods to keep me healthy.
- I know which foods are made from plants and which are from animals.
- I know I can book ingredients together to create a dish e.g fruit salad
- I know that I should only use a sharp knife when I am with an adult.
- I know that when I use kitchen utensils I must use them safely.

Key Vocabulary: healthy, varied, diet, prepare, knife, chopping board, utensil, cut, peel, grate, safely, hygienic, measure, weigh, criteria, design

Subject Composite: To design and make a fruit salad identifying different fruits from around the world.

Impact: Children can make healthy choices about the food they eat and are able to create a dish using a range of basic ingredients with adult support.

Art

Intent: Children will have the skills to create tints using a range of different paints and use these effectively to create an art piece inspired by the artist John Dyer.

Skills, and Knowledge Components Focus

- Work with a range of paints including powder, ready mix and block.
- Respond to a range of stimuli
- Begin to give reasons for choice of materials and colours.
- Creating light and dark colours by tinting.

Sticky Knowledge:

I know...

- I can add white and black to paint to create different tints.
- I can use different amounts of water with watercolours to create different tints.
- John Dyer is a famous artist.

Key Vocabulary: paint, powder, ready mix, block paint, tints, light, dark, texture, natural, materials, mixing, pale,

Subject Composite: Children to create their own art work inspired by the art piece Seapinks and Sunshine by John Dyer.

Impact: Children enjoy looking at the work of other artists and are inspired to create their own.

Computing

Intent: Children are able to send a short email to a given address.

Skills, and Knowledge Components Focus

- Log on to an email or blog.
- Use appropriate language in a simple email.
- Know what personal information is and why they need to keep it private.
- Use technology safely and respectfully.

Sticky Knowledge:

I know...

- An email is a type of communication.
- I can send a message to someone using email.
- I must tell a teacher if I receive an email that makes me upset or scared.
- I must not send a message to strangers or give away my personal details.

Key Vocabulary: email, blog, information, personal, compose, send, sender, reply, text, recipient, inbox, drafts, communication

Subject Composite: Children to send an email internally invite members of the school community to their travel agent role play afternoon.

Impact: Children understand that email is another form of communication and are beginning to develop the essential skills they will require in today's society.