

Year 2 Spring 2
Once Upon A Time...

Hook (curiosity):

Problem: Baby Bear needs a new chair. Can you design a comfortable chair for Baby Bear? (Children have access to a wide selection of resources and time to explore, make and evaluate their own design).

Text (Reading, language, communication):

Fairy tales:

- Goldilocks and the Three Bears
- Goldilocks and the Three Crocodiles (Michael Rosen)
- The True story of the Three Little Pigs (John Scieska)
- The Three Little Wolves and the Big Bad Pig (Eugene Trivizas)

End product (engagement):

Teddy Bear's Picnic: Children make a chair and cushion for their own teddy bear.

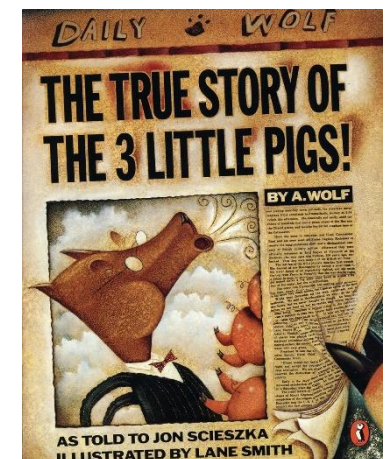
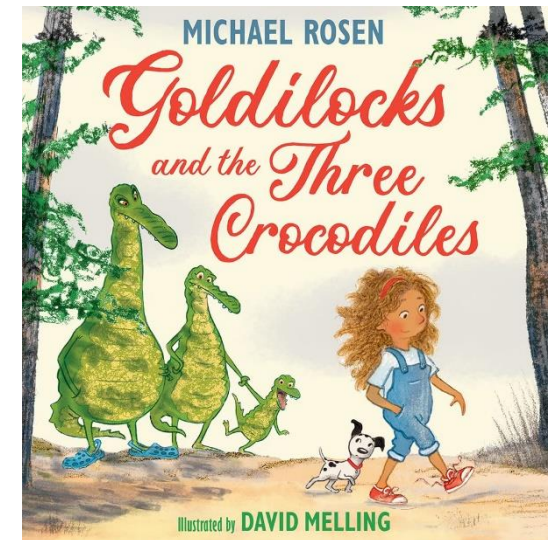
Vocab (Reading, language, communication):

Research, plan, design, make, measure, assemble, join, sew, review, evaluate.

Sticky knowledge (Learning that sticks):

1. When designing a product like a chair and cushion, the first thing I do is to look at other chairs and cushions.
2. I explore the materials that are used to make the chair and cushion.
3. I know that the flange/ L-brace and slot method are different types of joins.
4. Planning out my ideas helps me know what materials I need.
5. I know that a chair must be stable and the correct size.
6. I will use a running stitch to join 2 pieces of fabric together.
7. I can evaluate what I have made so that I can make improvements.
8. I know that Goldilocks and the three bears and The Three Little Pigs are traditional tales.
9. Once upon a time is how we begin a traditional fairy tale.

Once upon
a time...



<p style="text-align: center;">Computing <u>Pictograms</u></p> <p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> - use technology purposefully to create, organise, store, manipulate and retrieve digital content - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> - To recognise that we can count and compare objects using tally charts - To recognise that objects can be represented as pictures - To create a pictogram - To select objects by attribute and make comparisons - To recognise that people can be described by attributes - To explain that we can present information using a computer 	<p style="text-align: center;">History - Monarch</p> <p>National Curriculum links: Progression of skills objectives:</p> <p>See Summer 1</p> <p style="text-align: center;">Music</p> <p>National Curriculum links: Progression of skills objectives:</p> <p style="text-align: center;">See Summer 1</p> <p style="text-align: center;">Art and Design</p> <p>National Curriculum links: Progression of skills objectives:</p> <p style="text-align: center;">See Spring 1</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;"><u>Safety and the changing body</u></p> <p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> -To know the PANTS rule. -To know that I should tell an adult if I see something that makes me uncomfortable online. -To understand the difference between secrets and surprises. -To know the rules for crossing the road safely. -To know that medicine can help us when we are ill. -To understand that we should only take medicines when a trusted adult says we can. -To know the names of parts of my body, including private parts. <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> -Discussing the concept of privacy. -Exploring ways to stay safe online. -Learning how to behave safely near the road and when crossing the road. -Exploring what people can do to feel better when they are ill. -Learning how to be safe around medicines.
<p style="text-align: center;">Religious Education</p> <p>Christianity: why do Christians call Jesus 'Saviour'?</p> <ul style="list-style-type: none"> - Children to be able to talk about their own experiences or being rescued/ saved or forgiven. - For children to respond sensitively and make relevant comments in stories and discussions - To understand who met Jesus and how they might have felt - To understand how other people in Zacchaeus' community might have reacted to what happened - To retell stories about how people were changed by meeting Jesus - For children to use elements of an Easter Garden to retell the story. 	<p style="text-align: center;">Geography</p> <p><u>National Curriculum links:</u></p> <p>Locational knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world's seven continents and five oceans. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 	<p style="text-align: center;">Geography</p> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> - Locating all the world's seven continents and five oceans on a world map, globe and atlas. Showing on a map the oceans nearest the continent they live in. - Confidently locating the capital cities of the four countries of the UK on a map of this area. - Identifying characteristics (both human and physical) of the four capital cities of the UK. - Showing on a map the city, town or village where they live in relation to their capital city. - Describing the key physical features in a local river area using basic geographical vocabulary.

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Human and physical geography

- Use basic geographical vocabulary to refer to:
 - o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
 - o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
- Recognising landmarks of a city studied on aerial photographs and plan perspectives.
- Recognising human and physical features on aerial photographs and plan perspectives.
- Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.
- Finding a given OS symbol on a map with support.
- Using an aerial photograph to draw a simple sketch map using basic symbols for a key.

Design technology

National Curriculum links:

Evaluate:

- To look at a range of existing products and explain what they like and dislike about products and why.
- To develop their own design ideas through discussion and observation.

Design:

- To generate ideas by drawing on their own and other peoples experience.
- To identify a purpose for what they intend to make.

Science

Materials

National Curriculum links:

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.

Progression of skills objectives:

- Ask simple questions and recognise that they can be answered in different ways, including use of scientific language.

PE

National Curriculum links:

Fitness

- master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

Striking and Fielding Games

- master basic movement including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

Progression of skills objectives:

Fitness

- To design and make something based on a design criteria.

Make:

- To build structures, exploring how they can be made stronger, stiffer, and more stable.
- To assemble and join materials in order to make a product.
- To, with help, measure and cut with some accuracy.

Evaluate:

- To evaluate their work against their design criteria.
- To evaluate their product as it is being developed, identifying strengths and possible changes they might make.

Progression of skills objectives:

- Start to generate ideas by drawing on their own and other people's experiences.
- Begin to develop their design ideas through discussion, observation, drawing and modelling.
- Identify a purpose for what they intend to design and make.
- Understand how to identify a target group for what they intend to design and make based on a design criteria.
- Develop their ideas through talk and drawings and label parts. Make templates and mockups of their ideas in card and paper or using ICT.
- Begin to select tools and materials; use correct vocabulary to name and describe them.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- With help measure, cut and score with some accuracy.
- Learn to use hand tools safely and appropriately.
- Start to assemble, join and combine materials in order to make a product.
- Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing

- Use their observations and ideas to suggest answers to questions talk about what they have found out and how they found it out
- With help, record and communicate findings in a range of ways and begin to use simple scientific language

- Physical: run, stamina, skip, co-ordination, agility, strength, balance
- Social: encourage others, communication
- Emotional: determination, perseverance
- Thinking: comprehension, identify strengths and areas for improvement

Striking and Fielding Games

- Physical: underarm throw, overarm throw, catch, track, bowl, bat
- Social: communication, encourage others, collaboration
- Emotional: honesty, perseverance, determination, acceptance
- Thinking: use tactics, comprehension, select and apply, decision making

techniques.

- Start to choose and use appropriate finishing techniques based on own ideas.
- Evaluate their work against their design criteria.
- Look at a range of existing products explain what they like and dislike about products and why.
- Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.
- With confidence talk about their ideas, saying what they like and dislike about them.