

Spring 2 sequence of learning – Key Stage 1, Year 2



KEY THEME: Communication

Science: Animals including humans

PRIOR KNOWLEDGE

Children have learned about the different parts of the body and their senses. Children will be able to name and identify a variety of common animals.

INTENT

To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

VOCABULARY

Offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g., chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g., meat, fish, vegetables, bread, rice, pasta, dairy).

SEQUENCE OF LEARNING

1. We will learn that animals, including humans, have offspring, which grow into adults.
2. We will find out about and describe the basic needs of animals, including humans, for survival, exploring why animals and humans need water, food and air.
3. We will learn about and be able to describe the importance of exercise, eating the right amounts of different types of food, and hygiene for humans.
4. Then, we will use our knowledge to help us investigate the importance of exercise for humans.
5. We will consider and describe the importance of hygiene for humans.
6. Then, we will perform simple tests to investigate the importance of hygiene. Learning about how soap keeps our hands clean.

OUTCOME/COMPOSITE

We will be able to describe and explain what animals, including humans, need to survive.

Religious Education (RE)

PRIOR KNOWLEDGE

Children have learned about other religions including Christianity and Islam.

INTENT

Who is Jewish and how do they live?

VOCABULARY

Mezuzah, shabbat, Chanukah, miracle

SEQUENCE OF LEARNING

1. What is precious to Jewish people?
2. What does a mezuzah remind Jewish people about?
3. How and why do Jewish people celebrate Shabbat?
4. What stories do Jewish people tell from the Jewish Bible?
5. What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?

OUTCOME/COMPOSITE

Give an example of how some Jewish people might remember God in different ways (e.g., mezuzah, on Shabbat).

Music: Dynamics, Timbre, Tempo and Motifs

PRIOR KNOWLEDGE

Children can select appropriate instruments to use alongside their singing.

INTENT

To successfully create and play a motif.

VOCABULARY

Soundscape, timbre, dynamics, tempo, motif

SEQUENCE OF LEARNING

1. To create a simple soundscape for effect.
2. To listen for and recognise some basic elements of music.
3. To compare two pieces of music.
4. To be able to create short sequences of sound.
5. To be able to create short sequences of sound and perform with accuracy.

OUTCOME/COMPOSITE

To perform expressively using dynamics and timbre to alter sounds as appropriate.

History: Communication

PRIOR KNOWLEDGE

Children are able to explain the significance of an historical event and how it changed everyday life. Children can explain the sequence of events leading up to a significant event in the past.

INTENT

To understand how methods of communication have changed over time.

VOCABULARY

Stamp, printing, telephone, communication, Trans-Atlantic.

SEQUENCE OF LEARNING

1. Why is he so famous that his face was once on a stamp?
2. How Caxton changed the way books were made.
3. How and why should Caxton be remembered?
4. How did Alexander Graham Bell manage to make a telephone work so long ago and why did he want to?
5. Why was Bell's invention so important, then and now?
6. How has the telephone improved since the days of Bell?

OUTCOME/COMPOSITE

To visit Porthcurno museum and learn about trans-Atlantic communication.

PSHE: Healthy me Being and keeping safe and healthy

PRIOR KNOWLEDGE

Children understand how germs can make them unwell and how to keep themselves clean and hygienic.

INTENT

In this Puzzle, the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.

VOCABULARY

Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious.

SEQUENCE OF LEARNING

1. I know what I need to keep my body healthy.
2. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.
3. I understand how medicines work in my body and how important it is to use them safely.
4. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.
5. I can make some healthy snacks and explain why they are good for my body.
6. I can decide which foods to eat to give my body energy.

OUTCOME/COMPOSITE

To understand the importance of having a healthy relationship with food and why it is good for my body.

Computing: Digital photography

PRIOR KNOWLEDGE

This unit begins the learners' understanding of how photos are captured and can be manipulated for different purposes

INTENT

Children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

VOCABULARY

Photograph, capture, editing, landscape, portrait, lighting, effects, digital camera

SEQUENCE OF LEARNING

1. Internet safety - Health/Wellbeing - I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.
2. Taking photographs
3. Landscape or portrait?
4. What makes a good photograph?
5. Lighting
6. Effects
7. Is it real?

OUTCOME/COMPOSITE

Children will capture, edit and improve photographs to display (as part of topic museum).

Physical Education (PE): Fair – Share - Dare

PRIOR KNOWLEDGE

Pupils will be able to throw and catch under pressure in small-sided games in line with the rules. Pupils will know how to win and lose respectfully. Pupils will have a developing understanding of the concepts of 'attack and defence'.

INTENT

To apply fundamental movement skills and handeye coordination in games whilst embedding values such as fairness and respect.

VOCABULARY

Agility, Balance, Coordination, Throwing, Catching, Dribbling, Teamwork, Leadership, Win, Lose, Respect, Official, Rules

SEQUENCE OF LEARNING

1. To play 1:1 games which involve winning and losing. Pupils to explore these feelings. Pupils will shake hands at the end of each challenge.
2. To play 2:2 games which involve applying skills, decision making and winning and losing.
3. To play 3:3 games with a focus on playing by the rules and officiating their own games.
4. To play 4:4 games with a focus on rules, teamwork and the principles of attack and defence.
5. To participate in a small-sided tournament, pupils will play to the rules and respond respectfully to the official.
6. To apply all of the skills learnt throughout. Pupils will have a developing ability to evaluate their performances by identifying their strengths and weakness'.

Art: Michaelangelo and Leonardo Da Vinci : Renaissance artist focus. Cistine Chapel painting

PRIOR KNOWLEDGE

Children have explored a variety of drawing materials including pencil, wax and charcoal to complete observational drawing. Children have been given time and space to engage with the physical world to stimulate a creative response.

INTENT

To research Renaissance artists and imitate their work using drawing and paints.

VOCABULARY

Renaissance, Michaelangelo, Da Vinci, Sistine Chapel, modern, ancient, realistic

SEQUENCE OF LEARNING

1. To order and discuss artworks on a timeline.. Sort art into what they think the timeline might be to spark oracy, reasoning and hypotheses in Art discussion. See if children can use any vocabulary eg modern, ancient, realistic, themes etc. Introduce Traditional, modern and contemporary terms.
2. To find out who the Renaissance artists were. Take some examples of renaissance art from the selection in lesson 1 and look at the style. Consider who the artists were. Basic research of lives of Michelangelo and Da Vici.
3. To imitate a Renaissance artist: Focus on Michelangelo. Sistine Chapel painting : under desks , lying on the floor, children to paint a known scene from Genesis: Adam and Eve, creation or Noah's Ark (RE link) <https://www.littlerunningteacher.com/thesistine-table-painting-like-michelangelo/>
4. To imitate a Renaissance artist: Focus on Da Vinci. Look at Mona Lisa, Last supper and Invention drawings. Focus on his drawings of the helicopter and car. Children draw in his style; imaginative drawings of how a car / computer / bike / aeroplane works. Use pencil on buff sugar paper and go over in brown or ochre colouring pencil to be in his style.
5. To recreate Renaissance classics in photos. Children use props, fabric, layout etc to create The Last Supper for Easter Cards. Tie in with the Easter Story/ RE. Extension; recreate other renaissance pics as photos too.
6. To create a poster about Renaissance artists. Summarising all they have learnt, poster can include timeline, printouts of their Sistine Chapel style paintings, invention drawing and Last Supper recreation with annotations/ speech bubbles for ideas and evaluations.

CELEBRATIONS AND TRIPS



Visit from Kernow King



Porthcurno Museum

OUTCOME/COMPOSITE

Pupils will be able to participate in games and challenges in line with the rules. They will be able to win and lose respectfully, they will be able to identify how other team members may be feeling. Pupils will have a developing ability to officiate simple games.

OUTCOME/COMPOSITE

To imitate a Renaissance artist and to create a poster about Renaissance artists.

KEY TEXT

