

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



KEY THEME: Rainforests (Kampong Ayer)

Science: Living things and their habitats

PRIOR KNOWLEDGE

Children will have an awareness of different types of animals and the habitats they live in.

INTENT

To identify and name a variety of plants and animals in their habitats, including micro-habitats. To describe how animals obtain their food from plants and other animals, using a simple food chain, and identify and name different sources of food.

VOCABULARY

Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and microhabitats studied

SEQUENCE OF LEARNING

To visit a local farm to learn how animals (Cows) obtain their food from plants and other animals, using a simple food chain, and identify and name different sources of food.

OUTCOME/COMPOSITE

Children will create a video in the style of David Attenborough to describe how animals obtain their food from plants and other animals, using a simple food chain, and identify and name different sources of food.

Religious Education (RE): Who is Jewish and how do they live?

PRIOR KNOWLEDGE

Children have explored Christianity and Islam in previous units.

INTENT

Who is Jewish and how do they live?

VOCABULARY

Christians, Jesus, good news, Gospel

SEQUENCE OF LEARNING

1. To introduce Jewish beliefs about God as expressed in the Shema.
2. To understand what is precious to Jewish people.
3. To identify what the Mezuzah reminds Jewish people about.
4. To understand how and why Jewish people celebrate Shabbat.
5. To identify some of the stories that Jewish people tell from the Jewish Bible.

OUTCOME/COMPOSITE

Retell simply some stories used in Jewish celebrations (e.g., Chanukah).

Design and Technology (DT): Textiles (pouches)

PRIOR LEARNING

Children have explored different methods of joining fabrics.

INTENT

Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.

VOCABULARY

Decorate, fabric, fabric glue, knot, needle, needle threader, running stitch, sew, template, thread

SEQUENCE OF LEARNING

1. To sew a running stitch.
2. To sew a running stitch using a template.
3. To join fabrics using a running stitch.
4. To decorate a pouch using fabric glue or stitching.

OUTCOME/COMPOSITE

To design, make and decorate a fabric pouch for coins.

Music: West Africa- Call and Response**PRIOR KNOWLEDGE**

Children can perform a pattern that gradually gets faster and show their emotions through this piece of music.

INTENT

To play either a call and/or response role in time with another pupil.

VOCABULARY

Timbre, dynamics, tempo, call and response, rhythm, structure.

SEQUENCE OF LEARNING

1. To create short sequences of sound.
2. To copy a short rhythm.
3. To learn a traditional song from Ghana.
4. To create rhythms based on call and response.
5. To add dynamics (volume) to a structure of rhythms.

OUTCOME/COMPOSITE

To perform their own composition to a crowd.

**Geography: What a wonderful world
(Rainforests –Kampong Ayer)****PRIOR KNOWLEDGE**

Children can name and locate the worlds seven continents with a particular focus on Africa. Children can discuss geographical similarities and differences.

INTENT

Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.

VOCABULARY

Continent, ocean, equator, map, atlas, globe, journey, location, countries, aerial photographs

SEQUENCE OF LEARNING

1. To name and locate the continents and oceans of the world.
2. To locate continents, countries and oceans of the world accurately.
3. To understand key features of the continents of the world.
4. To understand how a journey can be made around the world.
5. To know what a journey line is.
6. To understand the location of hot and cold countries around the world.
7. To locate the continent we live in and describe some of the key features.
8. To observe aerial photographs

OUTCOME/COMPOSITE

To understand the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world.

**PSHE: Dreams and goals
Aspirations, how to achieve goals and understanding
the emotions that go with this.****PRIOR KNOWLEDGE**

Children have discussed setting simple goals and how to achieve them.

INTENT

In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.

VOCABULARY

Realistic, proud, success, celebrate, achievement, goal, strength, persevere, challenge, difficult, easy, learning together, partner, team work, product.

SEQUENCE OF LEARNING

1. I can choose a realistic goal and think about how to achieve it.
2. I carry on trying (persevering) even when I find things difficult.
3. I can recognise who I work well with and who it is more difficult for me to work with.
4. I can work well in a group.
5. I can tell you some ways I worked well with my group.
6. I know how to share success with other people.

OUTCOME/COMPOSITE

To set realistic goals for myself.
To discuss perseverance and be able to recognise my strengths as a learner.

Physical Education (PE): Hands – Feet - Equipment

PRIOR KNOWLEDGE

Pupils will be able to play small-sided team games in line with the rules.

Pupils will be able to work together as a team and have a developing understanding of what makes a team effective. Pupils will be able to throw and catch with a developing technique.

INTENT

To combine movement skills (agility, balance and coordination) with ball / object control. Pupils will be able to control an object with increasing confidence. Pupils will be able to dribble and control a ball using their hands and feet.

VOCABULARY

Movement, Hands –ready, Pivot, Tracking, Handeye coordination, Throw, Catch, Space, Dribbling, Teamwork, Soft Fingers, Win, Lose, Respect, Official, Feet, Toes, Inside and Outside of the foot.

SEQUENCE OF LEARNING

1. To explore controlling a variety of objects including a scarf, beanbag and balls.
2. To be able to travel whilst throwing and catching a bean bag.
3. To be able to dribble and control a basketball whilst standing still and travelling.
4. To explore controlling objects using their feet. Pupils will be able to move and keep dribble a ball keeping it close to their body.
5. To be able to control and travel with objects whilst under pressure during team challenges.
6. To be able to play a small sided invasion game using a ball in line with the rules of the game. Pupils will continue to explore the principles of 'attack and defence'.

OUTCOME/COMPOSITE

Pupils will be able to control objects whilst being a static position. Pupils will have a developing skill set of controlling objects whilst moving i.e., dribbling in football and basketball-based activities. Pupils will be able to play small-sided invasion games using a ball.

Computing: Making Music

PRIOR KNOWLEDGE

Children have experienced using iPads and laptops and use various programmes including Word, Paint, Scratch Jnr.

INTENT

Children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Children will compare creating music digitally and non-digitally. Children will look at patterns and purposefully create music.

VOCABULARY

Rhythm, Pattern, Notes, Tempo, Digital

SEQUENCE OF LEARNING

1. Internet safety - Online reputation - I can explain how information put online about someone can last for a long time.
2. How music makes us feel
3. Rhythms and patterns
4. How music can be used
5. Notes and Tempo
6. Creating digital music
7. Reviewing and editing music

OUTCOME/COMPOSITE

Children will use a computer to purposefully create music (linked to a topic).

Art: Sistine chapel – Michaelangelo

PRIOR KNOWLEDGE

Children have used a range of materials creatively to design and make products.

INTENT

To know about the renaissance art movement and two artists in particular. To understand how art styles have changed over time. To look at the renaissance artists' style and subject matter and produce artwork inspired by their approaches.

VOCABULARY

Renaissance, develop, movement, sculptor, inventor, representations,

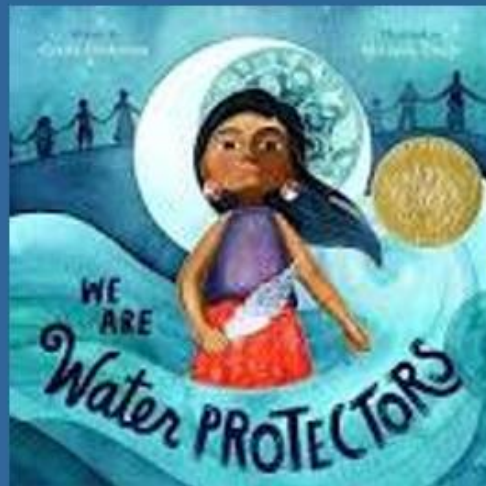
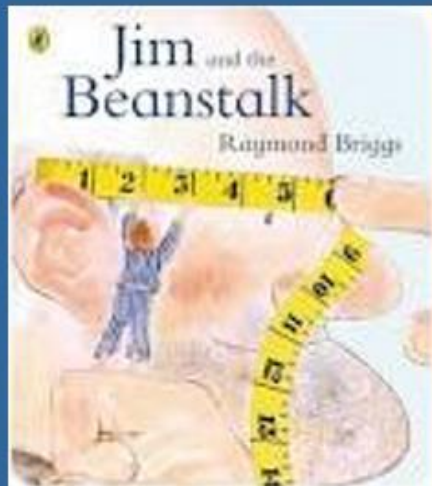
SEQUENCE OF LEARNING

1. To create a 'Timeline of Art'.
2. To learn about two renaissance Artists called DaVinci and Michelangelo.
3. To mimic the style of Michelangelo's method of painting on the Sistine Chapel ceiling.
4. To explore the different styles of Leonardo DaVinci
5. To recreate Renaissance classics in photos. (Use for Easter Cards)
6. To create a poster summarising what we know about the Renaissance artists.

OUTCOME/COMPOSITE

Create a collection of images and posters to display that explain the Renaissance. Create printed Easter cards from the photographic recreation of The Last Supper or similar Easter themed renaissance classics.

KEY TEXT



CELEBRATIONS AND TRIPS



Dairy Farm



Eden Project