



Class: Pentreath (Year 2)

Term: Summer 1

Topic: Why are rainforests unique?

Launch Day:

Trips/Visitors:

Eden Project

Literacy topics/Guided Reading Book/Texts:

If I were in charge of the world by Judith Viorst

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<u>Early Learning Goal: Understanding the World:</u> The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants. (Year 1) - identify and name a variety of common wild and garden plants - identify and name a variety of common animals (including fish, amphibians, reptiles, birds and mammals) - describe what common animals eat and classify them as carnivores, herbivores and omnivores - describe the body covering (fur, skin, feathers) and significant body parts (fins, scales) of different animal groups (fish, amphibians, reptiles, birds and mammals, including pets)	N/A	<u>Early Learning Goal: Understanding the World:</u> People and communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps (Year 1) - Know where Constantine is located on a map of the UK. - Use a simple map to locate their home and school. - Use world maps, atlases and globes to identify the UK and its countries. (Year 2) - Name and locate the four countries and capital cities of the UK.		N/A	(Year 1) – Different types of technology - What a computer is and its main parts - How to use a mouse in different ways (Year 2) - The uses of information technology beyond school	See music curriculum map	(EYFS) - Retell stories, talking about what they say about the world, God, human beings Retell religious stories, making connections with personal experiences. (Year 1) - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) - Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) (Year 2) - Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas	
Knowledge	Key Question: Why do living things choose different habitats? The children will know: That most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they		Key Question: The children will know: - Use world maps, atlases and globes to identify the UK and its countries as well as the countries continents and oceans studied at this key stage. Name and locate the world's 7 continents and 5 oceans.	Key Question: The children will know: Potential project idea – Creating a digital artefact of a rainforest insect drawing that is colour with pastels or chalks - The work of local and international artists with a similar focus - The names and key features of different insects that act as an art subject - How and why it can be important to keep digital artefacts of different pieces of art		Key Question: The children will know: Creating media - Digital music - How music can make us feel - That there are patterns in music - How to experiment with sound using a computer How to use a computer to create a musical pattern	See music curriculum map Key Question: The children will know: Suggested topic link:	Christianity - God Key Question: 1.4 What is the 'good news' that Christians believe that Jesus brings? The children will know: Make sense of belief: - Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' - Give clear, simple accounts of what Bible texts (such as	https://peplanning.org.uk/

	depend on each other • How to identify and name a variety of plants and animals in their habitats, including micro-habitats • How animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		• Identify seasonal and daily weather patterns within the UK and the Location of hot and cold areas of the world in relation to the equator and north and south poles. • Locate the rainforests of the world.			• How to create music for a purpose • How to review and refine our computer work		the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave Understand the impact: • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Make connections: • Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	
Skills	Children will be able to: • Ask simple questions and recognise that they can be answered in different ways • Identify and classify • Gather and record data to help in answering questions		Children will be able to: • Locate UK on world map and globe. • Locate 7 continents and 5 oceans on a world map and globe. • Locate rainforests on a world map and globe. • Locate the equator on a world map and globe. • Identify hot and cold areas of the world, in relation to the equator and	Children will be able to: •		Children will be able to: • Identify simple differences in pieces of music • Create a rhythm pattern • Use a computer to experiment with pitch • Use a mouse or touchscreen to interact with a program • Refine my musical pattern on a computer	Children will be able to: •	Children will be able to: •	Children will be able to: •

			north and south poles. • Compare daily weather and seasonal weather in Constantine and a rainforest.			• Save a piece of learning on a computer			
Components (teaching sequence)	• To compare the differences between things that are alive, used to be alive and have never been alive. • To find and name some plants and animals in a local habitat and explain how they depend on each other. • To find and name some plants and animals in a microhabitat and describe why they are suited to living there. • To describe how living things in habitats around the world depend on each other. • To use a food chain to show how animals get their food. Topic outcome:		• Lesson 1 - LO I can compare daily weather and seasonal weather in Constantine. Locate UK on a world map and globe. Find UK and on world map and globe. Collage weather pictures against different seasons. • Lesson 2 - I can Locate rainforests on a world map and globe. Look at world map and globe. ID continents and oceans and equator and discuss hot/. Cold regions. Ch draw rainforest areas on own map in pairs. • Lesson 3/4 - LO I can talk about the changes in weather in a rainforest. What will the climate be like in the Amazon? Watch video clips and graphs of temperature/ rainfall to illustrate in Amazon. Ch in groups collage pictures of rainforest at different times of the year to make a Zig zag class book. • Lesson 5 ICT labelling game for assessment. • Extra world map jigsaw, ICT games, world map colouring mat	• Step 1: Learn about the artist Henri Rousseau and his famous piece ‘Tiger Peeking Out From Grass’. • Step 2: To paint a background using a range of materials,  focussing on using different shades of colour. • Step 3: To use drawing techniques to design and then paint a tiger (or other rainforest creature). • Step 4: To use different materials to recreate the rainforest floor using layering techniques Topic outcome:		• To say how music makes us feel • To identify that there are patterns in music • To experiment with sound using a computer • To use a computer to make a musical pattern • To create music for a purpose • To review and refine our computer work. • Topic outcome:	• To identify sounds within a rainforest. • To use untuned instruments to recreate certain elements and animals of a rainforest. • To compose and organise a piece of music based upon a rainforest. • To reflect and review our compositions, highlight elements that we are proud of and what we would do better next time. • Topic outcome:	• I can retell Bible stories about Jesus and say how they show ‘good news’. • I can explain simply what a Bible story means to Christians (for example, how Jesus showed kindness or forgiveness). • I can say what Jesus taught people about how to behave, such as being kind, forgiving and peaceful. • I can give examples of how Christians follow Jesus’ teachings, like helping others, forgiving people and giving to charity. • I can talk about whether Jesus’ ‘good news’ is for everyone and explain my ideas with a reason • Topic outcome:	• BASKETBALL • Step 1: To move with a ball. • Step 2: To move with a ball under control. • Step 3: To throw a ball high, low, fast and slow. • Step 4: To catch with some control. • Step 5: To move towards a goal to defend it. • Step 6: To compete against others trying to score. • TENNIS • Step 1: Change direction when moving. • Step 2: To control your body and equipment. • Step 3: To catch a ball a tennis ball. • Step 4: To run and jump on the balls of your feet. • Step 5: To hit a ball with hands and racket. • Step 6: To compete against yourself and others. • Topic outcome:

			Topic outcome:						
Key Vocabulary									
KIRFS	1. A habitat gives living things everything they need to survive (food, shelter and water) 2. A food chain shoes how each animal gets its food.		1. The Amazon is the world’s largest tropical rainforest. 2. The Amazon has a tropical and humid climate.					Christians believe: 1. God forgives them, but they need to forgive others too. 2. Jesus promises his followers peace.	