



Class: Pentreath (Year 2) Term: Spring 2 Topic: What makes Truro special?										
Launch Day:			Trips/Visitors:			Literacy topics/Guided Reading Book/Texts:				
	Science	History	Geography	Art	DT	Computing	Music	RE	PE	PSHE
Prior knowledge	Early Learning Goal: Understanding the World: 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 describe the basic structure of a variety of common flowering plants - identify different types of trees, including whether they are deciduous or evergreen trees	N/A	Early Learning Goal: Understanding the World: People and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Year 1) Know where Constantine is located on a map of the UK. - Use a simple map to locate their home and school. - Recall where they live (Postal address) - Use world maps, atlases and globes to identify the UK and its countries.		N/A	(Year 1) - What different freehand computing tools do - What the shape tool and the line tools do - How to alter colour choices - How to make careful choices when painting a digital picture - How to use a computer to write - How to add and remove text on a computer	See music curriculum map	(EYFS) Recall simply what happens at a traditional Christian festival (Christmas) - Retell religious stories, making connections with personal experiences. - Retell religious stories making connections with personal experiences - Recognise and retell stories connected with celebration of Easter - Say why Easter is a special time for Christians - Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God (Year 1) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) - Make links between Jewish ideas of God found in the stories and how people live - Recognise that ‘Creation’ is the beginning of the		

								‘big story’ of the Bible • Say what the story tells Christians about God, Creation and the world		
Knowledge	Key Question: What are the basic needs of a plant? The children will know: • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.		Key Question: The children will know: • Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Name, locate the seas surrounding the UK. • Name and locate the four countries and capital cities of the UK.	Key Question: The children will know: Potential project idea – Creating clay tiles of local landmarks or to collate the feelings and spirit of the local environment • What a piece of clay-based artwork produced by well-known artists looks like • Some of the techniques used to produce a piece of clay artwork		Key Question: The children will know: • Creating media – Digital photography • How to use a digital device to take a photograph • How to make choices when taking a photograph • How to describe what makes a good photograph • How digital photographs can be improved • How to use tools to change an image • That digital photos can be changed	See music curriculum map Key Question: The children will know: Suggested topic link:	Christianity - Key Question: 1.5 Why does Easter matter to Christians? The children will know: Make sense of belief: • Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Understand the impact: • Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter Make connections: • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	https://peplanning.org.uk/	

Skills	Children will be able to: • Asking simple questions and recognising that they can be answered in different ways. • Observing closely using different equipment. • Performing simple tests. • Using their observations and ideas to suggest answers to questions.		Children will be able to: • Use digital media to record key geographical features of the school grounds. • Locate key physical and human features in and around the school grounds. • Locate Constantine, Falmouth and Truro on a map of the UK. • Label the four countries and seas in and surrounding the UK. • Identify the different characteristics of the seas surrounding the UK. • Describe Constantine and the surrounding area using aerial maps using geographical vocabulary.	Children will be able to: Clay relief tiles • Roll, flatten and shape a piece of clay in order to produce a tile for working on • Select objects and tools to make different markings in a clay tile • Roll out clay without it sticking to a surface • Gather sources from their local environment of inspiration for art such as rubbings, photos and sketches • Visualise an idea for their own clay tile • Draw a design of a tile in advance to share their ideas and check the feasibility • Transfer a design idea from paper to a finished product • Identify when a clay tile is dry and ready for firing • Use more formal vocabulary to evaluate their designs and the work of others		Children will be able to: • Recognise what devices can be used to take photographs • Explain the process of taking a good photograph • Take photos in both landscape and portrait format • Improve a photograph by retaking it • Explore the effect that light has on a photo • Experiment with different light sources • Recognise that images can be changed • Use a tool to achieve a desired effect • Recognise which photos have been changed	Children will be able to:	Children will be able to:	Children will be able to:	Children will be able to:
Components (teaching sequence)	○ To design and set up a test to find out what plants need to stay healthy. ○ To look closely at the parts of a seed that will grow into a plant and explain how it will germinate ○ To describe the life cycle of a plant. ○ To explain what plants need to grow and stay healthy. ○ To describe what happens if plants don't get all the things they need.		• Lesson 1: I can use digital media to organise human and physical features found on the school grounds. • Lesson 2: I can describe Truro and the surrounding area using aerial maps and geographical vocabulary. • Lesson 3: I can identify towns and cities on a map of the UK. • Lesson 4: I can identify the different counties and seas that	• I can https://castcornwall.art/learning/programme/gabbroic-pottery/ Topic outcome:		• To use a digital device to take a photograph. • To make choices when taking a photograph • To describe what makes a good photograph. • To decide how photographs can be improved. • To use tools to change an image. • To recognise that photos can be changed.	• I can Topic outcome:	○ 1. Sequence the events of Holy Week and Easter from the bible ○ 2. Understand the idea of Salvation (Jesus rescuing people) ○ 3. Understand that Easter Eggs represent new life, and the belief in Jesus' resurrection. ○ 4. Understand how	OREIENTEERING • Step 1: To move in different ways. • Step 2: To work well with others and independently. • Step 3: To use a simple map. • Step 4: To understand competition. • Step 5: To solve problems on your own and with others. • Step 6: To participate in an orienteering event. GYMNASTICS (Unit 2)	• I can think of star qualities I already have and those I would like to develop. • I can explain how a positive learning attitude can help me • I can talk about jobs that people can do and tell my friends what I want to be when I grow up. • I can understand that it is a person's interests and skills that make them suited to doing a job.

	To explain how plants are suited to their habitats. Topic outcome: Create an information video on how to look after plant.		surround that UK. Topic outcome: Children will be able to create a video showing where Constantine is in the UK as well as the countries that make up the UK and its surrounding seas.			Topic outcome:		Christians celebrate different parts of Holy Week (Palm Sunday, Good Friday and Easter Sunday). Topic outcome:	- Step 1: To move smoothly with control - Step 2: To link stepping with other elements. - Step 3: To jump with control. - Step 4: To balance on large and small body parts. - Step 5: To roll with others. - Step 6: To create sequences with a partner. Topic outcome:	- I can think about things I would like to achieve in the future. - I can think about changes which might happen to me and consider how I feel about them.
KIRFS	- Plants need light, air and water to grow. - Seed dispersal is when wind or animals move a seed away from the parent plant.		- A human feature is something that is made by humans (houses, shops, roads) - A physical feature is something that is natural (soil, hills, cliffs)	NA		NA	NA	- Holy Week is the week leading up to Easter. - The Easter story is very important to Christians as it reminds them of Jesus’ death and celebrates his resurrection	NA	TO STAY THE SAME - I dial 999 for emergency help. - Childline telephone is 0800 1111.
Key Vocabulary	climate growth predict bulb temperature water sunlight germinating		human features physical features digital media Ariel maps key Europe UK towns cities seas country ocean							