

Is it our responsibility to help?

YEAR 2

<p>ART:</p> <p>Collage</p> <p><i>VOCAB: fabric, fixing, glue, materials, scissors, shape, template</i></p>	<p>KEY QUESTIONS:</p> <p>Where do we live? What is the environment like where we live? How has the environment in Stafford changed over time? How is our environment different to the environment in Sweden? How is Greta Thunberg trying to make a difference to our environment? What choices can we make to make a difference?</p>	<p>HISTORY:</p> <p>What is Greta Thunberg’s job? Talk about how the area of our environment has changed over time and how the area has been spoilt.</p> <p>What is global warming? What is carbon footprint and how has this changed over time?</p> <p><i>VOCAB: observe, handle, sources of information, past, questions, sequence, photographs, artefacts, before, present, then, now, global warming, carbon footprint, greenhouse gases, recycling</i></p>	<p>History Targets - A Year 2 Historian</p> <ul style="list-style-type: none"> I can use words and phrases like: before, after, past, present, then and now. I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. I can give examples of things that were different when my grandparents were children. I can find out things about the past by talking to an older person. I can answer questions using books and the internet. I can research the life of a famous person from the past using different sources of evidence. <p>Geography Targets - A Year 2 Geographer</p> <ul style="list-style-type: none"> I can say what I like and do not like about the place I live in. I can say what I like and do not like about a different place. I can describe a place outside Europe using geographical words. I can describe some of the features of an island. I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. I can explain how jobs may be different in other locations. I can explain how an area has been spoilt or improved and give my reasons. I can explain the facilities that a village, town and city may need and give reasons. I can name the continents of the world and locate them on a map. I can name the world oceans and locate them on a map. I can name the capital cities of England, Wales, Scotland and Ireland. I can find where I live on a map of the United Kingdom. <ul style="list-style-type: none"> ESSENTIAL KNOWLEDGE Recognise and explain what our environment is like Explain how our local environment has changed over time Identify and compare differences between our environment in Stafford to Sweden’s environment Identify what the Born Free organization is and what they do to help who Greta Thunberg is and what she is doing to change climate change Discuss reliability of pictures/ accounts/stories. (Perception and judgement) Use a source –photographs- to answer questions Ask perceptive questions to form a line of enquiry.
<p>DESIGN TECHNOLOGY:</p> <p>Pulleys made from recycled materials</p> <p><i>VOCAB: pulley, lift, machines, stronger, assembly, dismantle, load, effort,</i></p>	<p>GEOGRAPHY:</p> <p>Locate the United Kingdom, its countries and oceans. What are the capital cities of the UK? Describe the environment of our local area using human and physical features. Focus on the school and its surrounding areas.</p> <p>Birds eye view maps of our school and conservation area. Map work using compass directions to walk around our environment.</p> <p>What is Greta Thunberg’s job? Talk about how the area of our environment has changed over time and how the area has been spoilt.</p> <p><i>VOCAB: ocean, sea, England, Edinburgh, Cardiff, Belfast,,</i></p>		

	<p><i>Ireland, Scotland, Wales, London, , beaches, mountains, forests, human, physical, characteristics, similarities, differences</i></p>		<ul style="list-style-type: none"> • Can orally retell facts about the environment and what we can do to make a difference
<p>ADDITIONAL LINKS</p> <p>Global Learning: global warming, carbon footprint, recycling, environment changes</p> <p>Citizenship: choice, change, responsibility, consequences</p>	<p>Maths: Tables, charts and graphs showing changes in global warming. Data looking at carbon footprints in Year 2. Tables and pictograms linked to how much children recycle.</p>	<p>ENGLISH: Gretta and the giants Non-fiction writing about Greta Thunberg and environment changes</p>	
<p>ICT/Computing: Questioning (taught discreetly)</p>	<p>Science: How to seeds and bulbs grow into seedlings and then grow into mature plants. Some plants like full sun and others like partial shade. Some plants need lots of water and other require less water.</p>	<p>VISITS: Visit to Wolsley Bridge Education Centre</p>	
<p>Homework/Independent Learning: Homework activities linked to seeds and plants</p>	<p><i>light, shade, sun, warm, cool, water, grow, healthy, root stem leaf flower air sunlight water nutrient soil pollination seed growth deciduous evergreen habitat petal wild fruit bulb branch trunk blossom bud plant oak holly birch beech</i></p>	<p>Wow Starter: Wolseley Bridge Education Centre assembly</p> <p>Activities linked to seeds and plants in the conservation area</p>	<p>Links to previous topics and skills</p> <ul style="list-style-type: none"> • History- sources of evidence-looking at maps of Stafford link to fossils handled in Autumn 1 with dinosaurs’ topic. • Geography- map work and using an atlas. Describing differences between human and physical features as looked at in Spring 1. • Science-classifying groups. Link back to classifying food groups in science last term.
<p>Music: taught stand alone</p>			
<p>PE: taught by Plan Bee</p>			