***Year Two Term 1***

**Theme – Discover**

**Driving Subject - History**

**(Maritime history, Titanic, local history)**

***Discover theme key skills***

* Identify questions to answer and problems to solve.
* Plan and research.
* Analyse and evaluate.
* Show empathy.
* Show a commitment to justice.
* Explore issues, events and problems from different perspectives.
* Support conclusions using reasoned arguments and evidence.
* Communicate learning in relevant ways.

**Driving Question – *Can anyone be a hero?***

**Project Outcome – To make a collaborative video showcasing what we’ve learned – ‘Our heroes’**

***Connecting concepts***

Concepts to be explored across the project **–**

**fairness, equality, bravery, fear.**

***Key Objectives/Subject specific skills.***

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Hi1/1.4    significant historical events, people and places in their own locality.

**History Skills *Chronological Understanding***

Sequence artefacts closer together in time – check with reference book Sequence photographs etc. from different periods of their lives. Describe memories of key events in their lives.

***Range and depth of historical knowledge***

Recognise why people did things, why events happened and what happened as a result. Identify differences between different ways of life at different times.

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Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

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Discussion….

Drawing pictures…

Drama/role play..

Making models…..

Writing..

Using ICT…

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**PSHE**

**Children will learn**

***What jobs do people do?***

* how jobs help people earn money to pay for things they need and want
* about a range of different jobs, including those done by people

they know or people who work in their community

* how people have different strengths and interests that enable them to do different jobs
* how people use the internet and digital devices in their jobs and everyday life

***What helps us to stay safe?***

* how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
* how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
* how to resist pressure to do something that makes them feel

unsafe or uncomfortable, including keeping secrets

* how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
* how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

**Computing**

Computing systems and networks - Information Technology around us:

* Recognise common uses of information technology beyond school

Pictograms

* use technology purposefully to create, organise, store, manipulate and retrieve digital content
* use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

**Science**

**Everyday Materials**

Uses of everyday materials

Sc2/3.1a    identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different use.

Sc2/3.1c    find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

***Working Scientifically***

- asking simple questions and recognising that they can be answered in different ways

- observing closely, using simple equipment

- performing simple tests

- identifying and classifying

- using their observations and ideas to suggest answers to questions

- gathering and recording data to help in answering questions.

**English**

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| **Key texts *(could be linked to the project directly or the concepts covered).*** | Grandad’s Island – Benji DavisThe Lighthouse Keeper’s Lunch – Ronda and David ArmitageArabian Nights – Usborne IllustratedIf You Were a Kid Aboard the Titanic (If You Were a Kid) : Gregory, Josh,  Serra, Sebastia: Amazon.co.uk: BooksIllustrated Arabian Nights | Usborne | Be Curious |
| **Reading Outcomes**  | En2/2.1a continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.En2/2.1b read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.En2/2.1g read aloud books closely matched to their improving phonic knowledge, sounding outunfamiliar words accurately, automatically and without undue hesitationEn2/2.1h reread these books to build up their fluency and confidence in word reading.En2/2.2a develop pleasure in reading, motivation to read, vocabularyand understanding by:-listening to, discussing, and expressing views about a wide rangeof contemporary and classic poetry, stories, and non-fiction at alevel beyond that at which they can read independently-discussing the sequence of events in books and how items ofinformation are related-becoming increasingly familiar with and retelling a wider rangeof stories, fairy stories and traditional tales-being introduced to non-fiction books that are structured indifferent ways-recognising simple recurring literary language in stories andpoetry-discussing and clarifying the meanings of words, linking newmeanings to known vocabulary-discussing their favourite words and phrases |
| **Writing Outcomes linked to project/text** | En2/3.1a spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly, learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words.En2/3.2a form lower-case letters of the correct size relative to one another.En2/3.2d use spacing between words that reflects the size of the letters.En2/3.3a Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing for different purposes.En2/3.3b Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence |
| **Key Vocabulary**  | Sea, ocean, float, sink, sail, voyage, lifeboat, liner, wreck.Calm, lulling, shimmering, choppy, coastal, heavy, stormy, safety, danger, peril, submerge, depth, iceberg, collision, evacuate, navigate.Awe, mighty, expensive, famous, majestic, luxury, rich, poor, survivor, class, immigration.Captain, crew, architect, passenger, engineer, stewards, quartermaster.Brave, hero, courage, fear, fairness, equalityDeck, hull , keel, port, starboard, bow, stern, funnel, compartment, the bridge, engines, propeller, anchor, bulkheads, boilers. |

***Linked Objectives***

**Art**

AR1 1.2 To use drawing painting and sculpture to develop and share their ideas experiences and imagination.

**Skills**

Identify what they might change in their current work or develop in their future work.

**Painting** (seascapes depicting different sea states)

Mix and match colours to artefacts and objects.

Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust.

**Drawing**

Understanding the basic use of a sketchbook and workout ideas for drawings.

**DT**

**Structures –** a chair for baby bear, linked to Everyday Materials unit in Science.

Explain the definition of strength. Identify the strongest and weakest shaped and part of a structure. Make and test a structure.

Work independently to use the materials as demonstrated to begin to make a stable structure. Explain how their ideas would be suitable for the given brief.

Produce a model that satisfies the given brief, using the appropriate materials and construction techniques and explain how they made it strong, stiff and stable.

**Mechanisms –** a propeller for a boat, linked to Maritime History topic.

Design and label a wheel, considering the designs of others and make comments about their practicality or appeal.

Consider the materials, shape, construction and mechanisms of the wheel and label the designs.

Build a stable structure with a rotating wheel and test and adapt the design as necessary.

Follow a design plan to make a completed model of the wheel.

**Skills**

**Design** - Through this concept, pupils will use their research and develop design criteria to inform the design of functional products aimed at a specific group. This concept will support children to generate, develop and communicate their ideas through talking, drawing, mock-ups and use of ICT.

**Make -** This concept will encourage pupils to select from and use a range of tools and equipment to perform practical tasks accurately. Additionally, they will select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities.

**Evaluate –** This concept will support pupils as they investigate and analyse a range of existing products. Furthermore, they will work towards evaluating their ideas against their own design criteria. This concept will help pupils to understand how key events and individuals in design and technology have helped shape the world.

**Technical Knowledge -** Through this concept, pupils will apply their understanding of how to strengthen, stiffen and reinforce increasingly complex structures. They will learn to use mechanical systems such as levers and cams.

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**Music**

Mu1/1.1    use their voices expressively and creatively by singing songs and speaking chants and rhymes

Mu1/1.4    experiment with, create, select and combine sounds using the interrelated dimensions of music**.**

**Geography** (Titanic voyage)

**Location Knowledge** - Ge1/1.1a    name and locate the world’s 7 continents and 5 oceans

**Human and Physical Geography -** Ge1/1.3b    use basic geographical vocabulary

**Skills**

Ask geographical questions –where is this place? What is it like? How has it changed?

Locate and name on UK map major features e.g. London, River Thames and home locations and seas.

Find land/sea on globe. Use teacher drawn base maps. Use large scale ordinance survey maps. Use an infant atlas.