

Topic: Crime and Punishment

Cycle Year:2

Term:3

Educational Visit: Blists Hill Victorian School



Personal, Social, Health and Emotional Development (including Relationships and Sex Education):

Relationships: <ul style="list-style-type: none">JealousyLove and lossMemories of loved onesGetting on and Falling OutGirlfriends and boyfriendsShowing appreciation to people and animals (visit from Dog's Trust)	Changing Me: <ul style="list-style-type: none">Being uniqueHaving a babyGirls and pubertyConfidence in changeAccepting changePreparing for transitionEnvironmental change
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Religious Education:

For Christians, what was the impact of Pentecost?

Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth · Offer informed suggestions about what the events of Pentecost in Acts 2 might mean · Give examples of what Pentecost means to some Christians now · Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now · Describe how Christians show their beliefs about the Holy Spirit in worship · Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

How and why do people try to make the world a better place?

Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) · Make links between religious beliefs and teachings and why people try to live and make the world a better place · Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) · Describe some examples of how people try to live (e.g. individuals and organisations) · Identify some differences in how people put their beliefs into action · Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better · Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas · Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

PE:

- Striking and fielding: cricket and rounders
- Athletics
- Swimming
- Tennis
- OAA

Please see PE skills sheets for further guidance

As linguists we will explore the French language through:

- All about me: body parts (incl. 'Head shoulders, knees and toes')
- Making monsters - recap colours/clothes as well as body parts
- A French Story: Va-t'en-grand monster vert
- Numbers to 69
- Food (incl. 'Hungry Caterpillar/ La Chenille Qui Fait des Trous
- Ice Creams and opinions
- Instructions to make...

Please see French progression map for further guidance

As historians we will explore how crime and punishment has changed over time:

- The children will explore how and why crime and punishment has changes over time to develop a chronologically secure knowledge and understanding of British history.
- Establish clear narratives over periods of study and how crime and punishments changed over time.
- Note connections, contrasts and trends over time and develop the use of historical terms.
- Understand how our knowledge of the past is constructed from a range of sources by looking at case studies including the Bloody Code of 1815 the founding of the first police force, transportation of prisoners and the activism of the suffragettes.
- Address historically valid questions about continuity and change, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Please see history skills sheets for further guidance

As geographers we will explore earthquakes and volcanoes:

- Revise the name and location of continents and oceans of the world.
- Describe and understand key aspects of volcanoes and earthquakes.
- Use range of maps and satellite images to locate volcanoes.
- Understand that the distribution of earthquakes and volcanoes follow a pattern.
- Be introduced to plate tectonics.
- Learn about the 'Pacific Ring of Fire'.
- Revisit the main groups of rocks (sedimentary, igneous and metamorphic). Children to explore volcanic rocks from Mount Vesuvius.

Please see geography skills sheets for further guidance.

As designers we will focus on:

To design, construct and evaluate a coin purse using textiles.

- Explore a range of existing products: fastenings, design.
- Learn a range of stitches that can be used to sew 2 pieces of fabric together to make 3D structure.
- Sew a button as a fastening.
- Add a small, embroidered design (art skill).

Please see design and technology skills sheets for further guidance

As artists we will focus on:

- To explore sculptures made by different artists.
- Explore pattern and form in relief sculptures by Charles McGehee to create a sculpture as a group.
- Explore pattern and form in sculptures by Niki de Saint Phalle and Joan Miro to create a small sculpture from modroc, which is then painted with a range of colours and patterns.

Please see art skills sheets for further guidance

As musicians we will learn about time and sound:

Time:

- To demonstrate an understanding of metre through performing and listening.
- To improvise in different metres.
- To explore syncopation in well-known pieces of music

Sounds:

- To explore different classifications of musical instruments.
- To identify different well-known instruments.
- To use voices to create a percussion backing.

Whole class ocarina teaching to support music curriculum and to increase musicianship skills.

Please see Music skills sheets for further guidance

As experts in computing we will:

- Use spreadsheets to design a graph to solve a problem e.g. x tables (2calculate 4.3)
- Writing for different audiences (2email; 2connect; 2diy 4.4) and making informed choices about the best way to present their information.

As scientists we will focus on:

Work scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

- Ask relevant questions
- Set up simple practical enquiries, comparative and fair tests.
- Make observations, take accurate measurements using different scientific equipment.
- Gather, record, classify and present data in a variety of different ways to answer questions.
- Record findings in a range of different ways.
- Make predictions using their scientific knowledge and draw conclusions from results to answer scientific questions.

Light:

- Recognise that humans need light in order to see things and that darkness is the absence of light.
- Understands that light is reflected from surfaces.
- Understand that light from the sun can be dangerous and that there are ways to protect their eyes, also consider how the sun can damage our skin.
- Understands the difference between opaque, translucent and transparent materials and can explain how much light each material lets through.
- Shadows are formed when light from a light source is blocked by an opaque object (explore how light passes through transparent, translucent and opaque objects).
- Working scientifically: Use the data loggers to find the best material for curtains.

Living things:

- Identify and name a variety of living things in their local and wider environment.
- Group and classify living things (mammal, amphibian, reptile, fish, bird).
- Recognise that environments can change and this can pose dangers to living things (positive: nature reserves eco parks and garden ponds. Negative: loss of habitat, overhunting, pollinator loss).
- Recognise that living things can be grouped in different ways: Venn diagrams, Carroll diagrams
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Please see science skills sheets for further guidance

Develop our English skills through the stimuli of:

- Reading Spine Texts: Fortunately The Milk by Neil Gaiman, The Iron Man by Ted Hughes, Hansel & Gretel by Anthony Browne (Picture book), You Are Old Father William by Lewis Carroll (poem) and Topsy Turvy World by William Brightly Rands (poem)
- Explanation about what shadows are.
- Writing our own myth about the creation of our world.
- Narrative setting description writing based on The Iron Man.
- Narrative writing telling their own version of Hansel and Gretel.
- Writing a recount of our trip to Blists Hill.

Please see English assessment skills sheets for further guidance.

Develop our Maths skills through key foci of:

In line with the Herts for learning guidance:

- Number and Place Value Reasoning 2 - Decimals (Y3 - tenths. Y4 - hundredths)
- Measurement Reasoning 1 - Comparing, estimating and calculating with measures.
- Measurement and Statistical Reasoning 2 - Time, Timetables and Times Graphs.
- Operational Reasoning - Understanding and Applying the Four Operations
- Proportional Reasoning 3 - Finding Fractions of Quantities by applying their times table facts (Y3: 3, 4 and 8s. Y4: all facts to 12X12)
- Y2: Negative Numbers - Counting through zero and calculating in context.
- Y2: Geometry - Co-ordinates in the first quadrant and translations
- Y2: Geometry - Position and Direction, incorporating angles and plotting
- Continuing to develop fluency for number and times table facts.
- Measuring to create the pattern for the coin purses.
- Continuing to apply understanding to a range of reasoning and problem-solving tasks. Please see skills and knowledge in year group assessment grids.

Please see computing skills sheets for further guidance

