

Topic: Journeys Term: Summer
Cycle Year: 2 (Trip: TBC)



Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to explore:

Relationships

- Mental health
- Identifying mental health worries and sources of support
- Love and loss
- Managing feelings
- Power and control
- Assertiveness
- Technology safety
- Take responsibility with technology use

Changing Me

- Self-image
- Body image
- Puberty and feelings
- Conception to birth
- Reflections about change
- Physical attraction
- Respect and consent
- Boyfriends/girlfriends
- Sexting
- Transition

Religious Education:

What matters most to Humanists and Christians?

Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

Christians and how to live; What would Jesus do?

• Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view.

PE:

- Striking and fielding: cricket and rounders
- Athletics
- Tennis
- Ultimate Frisbee
- Bikeability (biannually)

Please see PE skills sheets for further guidance

As linguists we will explore the French language through:

- Healthy Eating
- A French Café/Snack-bar -ordering food- conversation at the café
- Buying an ice cream
- Opinions and food.
- Where we live including directions (recap prepositions)
- Exploring a French town - types of shops - La belle Paris
- Talking about going on holiday
- Recapping the weather

Please see French progression map for further guidance

As historians we will: explore the question of why people go on a journey, and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by refugees. The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the Empire Windrush. Finally, they will examine why refugees make dangerous journeys today. This approach supports the children in developing their chronological understanding, and helps them gain a greater sense of period

Knowledge, skills and concepts:

- develop a chronologically secure knowledge and understanding of British and world history
- establish clear narratives
- address and devise historically valid questions about significance and cause and change
- understand how our knowledge of the past is constructed from a range of sources
- note connections, contrasts and trends over time.

As geographers we will explore journeys

In this unit, the children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.

Knowledge, skills and concepts

In this unit, the children will:

- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Please see Geography progression map for further guidance

D and T: as designers we will focus on:

Electrical Systems - complex switches and circuits
Design, make and evaluate an alarm system for the school shed.

Pupils will:

- Continue to develop skills with construction materials to create their electrical products.
- Draw on science understanding, explore a range of electrical systems that could be used to control their products, including a simple series circuit where a single output device is controlled, a series circuit where two output devices are controlled by one switch and, where appropriate, parallel circuits where two output devices are controlled independently by two separate switches.

Please see DT progression map for further guidance

As artists we will focus on:

- observational drawing skills
- the work of Georgia O'Keefe - flowers showing use of line and pastels
- creating our own work in her style (applying line, pastel and colour techniques)

Please see Art progression map for further guidance

As musicians we will:

- Paint with sound for the story of a river
- Explore Water music - through Vltava by Smetana and Debussy's 'La Mer'.
- Pupils explore the concept of melodic shape, identifying melodies which move by step and leap and compose their own "wandering river" melody using entirely stepwise motion which is used as part of a larger-scale composition describing the various stages of the water cycle.
- Pupils move onto the sea and make connections between music and art learning about the impressionist music of Debussy's "La Mer" and use Monet's sea paintings as the basis of an improvisation.
- Dynamics is a key concept throughout the using including gradations of dynamics and the crescendo.

(MC Please see music skills sheets for further guidance)

As experts in computing we will:

- Become text adventurers - rooms with player choices, 2code, 2connect (6.5)
- Expand our understanding of networks: internet; www; LAN; WAN etc (6.6)
- Explore quizzing (6.7 2quiz, 2diy, text toolkit, 2investigate) and editing/redesigning their own.

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:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels and tables.

Electricity:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram.
- Understand different types of circuits and real life uses e.g. parallel, series, alarms (sensors and switches).
STEM investigation: children investigate whether the thickness or length of wire changes the brightness of a bulb. Children go on to investigate the effects of changing a different component in a circuit and observing the results. For example: the number of cells in a circuit.

Animals including humans:

- Describe the life process of reproduction in some plants and animals,
- Draw a timeline to indicate stages in the growth and development of humans,
- Learn about the changes experienced in puberty.
- Pupils will work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Use the Respect Yourself, Eat Better Resources to consider food groups, nutrients and the healthy plate/lunchbox: human reproduction. Please see Science progression map for further guidance.

Develop our English skills through the stimuli of:

Please see skills and knowledge in year group assessment sheets for further information.

- Wonder by R.J. Palacio
- Daffodils by William Wordsworth
- Holes by Louis Sachar
- The Arrival by Shaun Tan
- Adventure stories - narrative
- Persuasion - should we build a wind farm on the Brown Clee?

Develop our Maths skills through key foci of:

- Statistical Reasoning
- Roman Numerals, Time and Revision
- Proportional Reasoning
- Statistical Reasoning
- Measures and Describing Patterns
- Financial Maths and Enterprise
- Solving Problems involving the Four Operations
Transition and High Value Learning

Yr6: Preparation for SATs

Design and make maths board games and design a project based on a real-life context (Rock Club)

