

## YEAR 2 SPRING 1 -GREGORY COOL

TOPIC	LEARNING OBJECTIVES
SCIENCE	<p><b>SCIENTIFIC ENQUIRY</b></p> <p><b>As a Scientist be able to:</b></p> <ul style="list-style-type: none"> <li>• Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses.</li> <li>• Perform simple tests considering factors that might influence test results.</li> <li>• Use their observations to suggest answers to questions.</li> <li>• Use measures to help find out more about the investigations they are engaged with. (Maths link)</li> <li>• Name and discuss a famous scientist/inventor- <i>George James Symons</i></li> </ul>
GEOGRAPHY	<p><b>PLACE/LOCATIONAL KNOWLEDGE</b></p> <p><b>GEOGRAPHICAL SKILLS</b></p> <p><b>As a Geographer, be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the main similarities and differences between a place in England and that of a small non-European country</li> <li>• Know the names of and locate the seven continents of the world / the five oceans / the four capital cities of the UK</li> <li>• Locate the four capital cities of England, Wales, Scotland and Northern Ireland on a map and globe.</li> </ul>
HISTORY	<p><b>SIGNIFICANT PERSON: St CUTHBERT</b></p> <p><b>As a Historian be able to:</b></p> <ul style="list-style-type: none"> <li>• Continue to understand the meaning of 'legacy'.</li> <li>• Research and understand the life and teachings of St Cuthbert and his influence upon Christianity and our local area. (DE)</li> <li>• Understand life in the time of Anglo-Saxons and understand the chronology of this</li> </ul>
D.T	<p><b>Materials and construction</b></p> <ul style="list-style-type: none"> <li>• Develop their own ideas from their initial starting point.</li> <li>• Make sensible choices about which materials would be most appropriate for their construction.</li> <li>• Use measuring skills.</li> <li>• Join materials and components together in different ways.</li> <li>• Use tools safely.</li> <li>• Explain what went well with their work and suggest improvements.</li> <li>• Use prior learning through modelling of experts, to design and create a glass product.</li> </ul>
ART	<p><b>As an Artist be able to:</b></p> <ul style="list-style-type: none"> <li>• Self-portrait showing pattern and texture within the drawing</li> </ul>

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	<ul style="list-style-type: none"> <li>• Link colours to natural and manmade objects</li> <li>• Create a piece of work in response to another artist's work.</li> <li>• Work within a group to create a large scale collage. (Caribbean Island)</li> <li>• Use a selection of materials for different effects.</li> <li>• Write notes on how they have changed their work. Record in sketch books.</li> </ul>
COMPUTING	<p><b>Be able to:</b></p> <ul style="list-style-type: none"> <li>• Explore 2 Paint A Picture.</li> <li>• Look at the work of Impressionist artists and recreate them using the Impressionism template.</li> <li>• Look at the work of pointillist artists such as Seurat.</li> <li>• Recreate pointillist art using the Pointillism template.</li> <li>• Look at the work of Piet Mondrian and recreate it using the Lines template.</li> <li>• Look at the work of William Morris and recreate it using the Patterns template.</li> <li>• To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.</li> <li>• Understand the terminology associated with the Internet and searching</li> <li>• Gain a better understanding of searching the Internet.</li> <li>• Create a leaflet to help someone search for information on the Internet.</li> </ul>
RE	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and its importance to Muslims</li> <li>• Identify some of the key Muslim beliefs about God and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>• Give examples of how stories about the Prophet show what Muslims believe about Muhammad</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions</li> <li>• Give examples of how Muslims put their beliefs about prayer into action</li> </ul>
RSE	<p><b>Be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> </ul>

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	<ul style="list-style-type: none"> <li>• Identify the types of touch they like and do not like;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</li> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>
PE	<p><b>(Dynamic balance: on a line), (Static balance: stance),</b>  <b>Be able to:</b></p> <ul style="list-style-type: none"> <li>• (on a line) Perform a marching action, forwards and backwards, lifting elbow and knees to 90°</li> <li>• (on a line) walk forwards and backwards lifting heels up to bottom and using a heel to toe landing</li> <li>• Lunge walk forwards bringing opposite elbow up to 90°</li> <li>• (on a low beam) maintain balance whilst receiving a small force from various angles</li> <li>• (on a low beam) maintain balance whilst raising alternate feet 5 times</li> <li>• (on a low beam) maintain balance whilst raising alternate knees 5 times</li> <li>• (on a low beam) maintain balance whilst catching a ball at my chest and throwing it back</li> </ul>