

Big Question: How can Mother Nature help us to stay healthy?

Year: 2		Term: Spring 2
<p>Introduction to the topic: During the pre-learning challenge, show the children some pictures and quotes to demonstrate the concept of 'Mother Nature'. Ask the children to talk to their learning partner about what they did the day before from the time they woke up until the time they went to bed (e.g. had a good night's sleep, ate toast and a banana for breakfast, brushed my teeth, walked to school, cut my nails etc.) and get them to highlight the things they did that would help them to be physically healthy. Ask them for examples of things that would not be healthy (e.g. missing lunch, eating a big chocolate bar on the way home from school, coming to school in the car etc.). Then ask the children to complete the pre-learning challenge sheet.</p>		
English	Maths	History/Geography
<p>Writing own narratives that involve an adventure.</p> <p>This is child interest led and will culminate in children being authors of their own individual stories.</p>	<p>Mastering Numbers</p> <p>Temperature</p> <p>Picture Graphs</p> <p>Money</p> <p>Word problems</p>	<p>None this half term – additional lessons to be used to ensure PSHE is taught fully and for SATs preparation.</p>
Art and Design	Design and Technology	PSHE and Citizenship
<p>Kapow Scheme of Work Painting and Mixed Media: Life in Colour</p> <p>Exploring colour mixing and creating a range of secondary colours in paint.</p>	<p>Kapow Scheme of Work Textiles Pouches</p> <p>Exploring different examples of textiles and learning a simple running stitch.</p>	<p>Jigsaw Scheme of Work Healthy Me</p>
Science	RE	Computing
<p>Animals including humans - basic needs and health</p>	<p>2022Newham Agreed Syllabus Plans What can we learn from special stories? What special stories are told at Easter?</p>	<p>NCCE Scheme of Work Data and Information Pictograms</p>
PE	Music	Spanish
<p>Complete PE Scheme of Work</p> <p>Dance – Water</p> <p>Gymnastics – Pathways</p>	<p>Peter and the Wolf by Sergei Prokofiev</p> <p>Learning to play the recorder</p>	<p>Farm animals and the story: Oso pardo, oso pardo by Bill Martin Jr/Eric Carle.</p> <p>Children will learn the names of some farm animals. They will also describe them using colours and sizes.</p>
<p>Links to the National Curriculum (what must be covered) and assessment descriptors:</p>		
<p>English Pupils should be taught to:</p> <ul style="list-style-type: none"> • Contexts for writing: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional). • Planning and drafting writing. Consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ planning or saying out loud what they are going to write about; ○ encapsulating what they want to say, sentence by sentence and ○ writing down ideas and/or key words, including new vocabulary. • Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but). 		

- Learn how to use: sentences with different forms: statement, question, exclamation, command.
- Learn how to use: the present and past tenses correctly and consistently including the progressive form.

Maths

Maths No Problem Chapter 7, 8, 9, 10.

- Mastering Numbers
- Draw on their knowledge of the linear number system and apply this to calculations involving 1 more and 1 less, and pairs of numbers with a difference of 1.
- Use their understanding of the composition of odd and even numbers to find doubles and near doubles.
- Apply known facts to calculations involving larger numbers, e.g. $5 + 2$, $15 + 2$, $25 + 2$.
- Temperature
- Picture Graphs
- Money
- Word problems

Geography/History

NA

Art and Design

- Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint.
- Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.
- Make choices about which materials to use for collage based on colour, texture, shape and pattern.
- Experiment with overlapping and overlaying materials to create interesting effects.

Knowledge of Artists

- Talk about art they have seen using some appropriate subject vocabulary.
- Be able to make links between pieces of art.

Evaluate

- Explain their ideas and opinions about their own and other's art work, giving reasons.
- Begin to talk about how they could improve their own work.

Working towards

I can **identify** primary and secondary colours and can **make predictions** about what will happen when two colours mix.

Expected

I can **describe** the colours and textures I see and can **explain** my choices for which tool I have used to try and recreate different textures.

Greater depth

I can mix colours effectively to match a particular colour; **explain** my choice of material using descriptions of colour and texture and **describe** what I like and dislike about a piece of work.

Design and Technology

Design

- Designing a pouch.

Make

- Selecting and cutting fabrics for sewing.
- Decorating a pouch using fabric glue or running stitch.
- Threading a needle.
- Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.
- Neatly pinning and cutting fabric using a template.

Evaluate

- Troubleshooting scenarios posed by teacher.
- Evaluating the quality of the stitching on others' work.
- Discussing as a class, the success of their stitching against the success criteria.

<ul style="list-style-type: none"> Identifying aspects of their peers' work that they particularly like and why. 		
<p>Working towards</p> <p>I can describe how a joining technique connects two pieces of material together.</p>	<p>Working towards</p> <p>I can describe how a joining technique connects two pieces of material together.</p>	<p>Working towards</p> <p>I can describe how a joining technique connects two pieces of material together.</p>
<p>PSHE and Citizenship and Emotional Literacy/Social Skills</p> <p>Pupils should have the opportunity to learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <ul style="list-style-type: none"> I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when a feeling is strong. I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most. I can decide which foods to eat to give my body energy. I know which foods are most nutritious for my body. I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends. 		
<p>Working towards</p> <p>I can describe how to keep fit and healthy (through what I eat and drink and by how I exercise) and I understand basic dental hygiene.</p>	<p>Expected</p> <p>I can explain why it is important to keep fit and healthy (through what I eat and drink and by how I exercise), and to keep clean, by describing the long-term consequences.</p>	<p>Greater depth</p> <p>I can demonstrate how I have put into action what I have learnt and show how I have made a positive change to be healthier.</p>
<p>Science</p> <p>Animals including humans - basic needs and health</p> <ul style="list-style-type: none"> I can notice that animals, including humans, have offspring which grow into adults. I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 		
<p>Working towards</p> <p>I know that exercise, eating the right kinds of food, hygiene and being happy are important to be a healthy person. I can give an example of an animal that has offspring which grows into an adult.</p>	<p>Expected</p> <p>I can state the basic needs of animals, including humans, for survival and good health. I can describe a balanced diet. I can describe how animals, including humans, have offspring which grow into adults.</p>	<p>Greater depth</p> <p>I know what animals including humans need to survive and can explain how growth and health might be affected by different needs being met/not met. I can describe how animals, have offspring which grow into adults, using the appropriate names for the stages.</p>
<p>RE</p> <p>Pupils should be taught about the various events leading up to Easter and what they represent to Christians (e.g. Palm Sunday, Ash Wednesday, Maundy Thursday and Good Friday).</p>		
<p>Working towards</p> <p>I know why Easter is important to Christians.</p>	<p>Expected</p> <p>I can name some of the events that led up to Easter and explain why they are important to Christians.</p>	<p>Greater depth</p> <p>I can name and describe the events that led up to Easter and give reasons to explain why the events are important to Christians. I can name some ways Christians remember these events today.</p>
<p>Computing</p> <p>NCCE Scheme of Work</p> <p>Data and Information –Pictograms</p> <p>Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p>		

<p>Working Towards</p> <p>I can collect and record data in a tally chart and, with support, represent the tally count as a total and compare the totals.</p>	<p>Expected</p> <p>As before (independently) and I can enter data onto a computer and I can use a tally chart to create a pictogram.</p>	<p>Greater Depth</p> <p>As before and I can use pictograms to answer simple questions about objects and draw conclusions from it.</p>																																
<p>PE</p>																																		
<p>Music</p>																																		
<p>Peter and the Wolf composed by Sergei Prokofiev in 1936.</p>																																		
<p>Working towards</p> <p>I can identify the mood of a piece of music and sing in unison in a group. I can recall the story of <i>Peter and the Wolf</i> and I can name the composer of <i>Peter and the Wolf</i>.</p> <p>I can recognise a recorder and its sound.</p>	<p>Expected</p> <p>As before and I can identify specific instruments and the family they come from after listening to a piece of music.</p> <p>I can play a range of notes on the recorder.</p>	<p>Greater depth</p> <p>I can compose my own piece of music, designed to elicit a particular emotional response.</p> <p>I can play <i>Ode to Joy</i> on the recorder.</p>																																
<p>Spanish</p>																																		
<p>To describe an animal. To ask and answer simple questions about farm animals.</p>																																		
<p>Working Towards</p> <p>Repeats words modelled by teacher. Knows some vocabulary e.g. colours, numbers.</p> <p>Recognises some written words and links to meaning.</p> <p>Joins in with some of the actions in songs, stories and rhymes.</p>	<p>Expected</p> <p>Listens and recognises most of the vocabulary.</p> <p>Reads and recognises most of the vocabulary.</p> <p>Joins in with the actions of songs, stories and rhymes.</p>	<p>Greater Depth</p> <p>Confident about producing, reading and writing all the vocabulary.</p> <p>Says the sounds for several letter strings.</p> <p>Sings songs and says rhymes from memory.</p> <p>Writes some words from memory with accuracy.</p>																																
<p>Educational Visits and Visitors</p> <p>Visit to the local church for RE.</p>																																		
<p>Sequence of Key Skills/Objectives/Context (Key Teaching Points)</p> <ul style="list-style-type: none"> • Explore what being healthy means to the children. • Explore our responsibilities towards keeping our bodies healthy – what do we eat, how often do we move and how do we keep it clean (e.g. brushing teeth)? • Explore medicines and when they should be used – emphasising that they should only be taken when a trusted adult has instructed us to (e.g. our parent or carer or a doctor). 																																		
<p>Key Vocabulary</p> <table border="0"> <tr> <td>RE</td> <td>PSHE</td> </tr> <tr> <td>bible</td> <td>health</td> </tr> <tr> <td>Easter</td> <td>stress</td> </tr> <tr> <td>Ash Wednesday</td> <td>medicine</td> </tr> <tr> <td>lent</td> <td>healthy choice</td> </tr> <tr> <td>palm Sunday</td> <td>physically active</td> </tr> <tr> <td>crucifixion</td> <td>motivation</td> </tr> <tr> <td>holy week</td> <td>relax</td> </tr> <tr> <td>Maundy Thursday</td> <td>tense</td> </tr> <tr> <td>resurrection</td> <td>calm</td> </tr> <tr> <td>Garden of Gethsemane</td> <td>dangerous</td> </tr> <tr> <td>last supper</td> <td>safe body</td> </tr> <tr> <td>Judas</td> <td>self-care</td> </tr> <tr> <td>hot cross buns</td> <td>energy</td> </tr> <tr> <td>Pancakes</td> <td>fuel</td> </tr> <tr> <td></td> <td>nutritious</td> </tr> </table>			RE	PSHE	bible	health	Easter	stress	Ash Wednesday	medicine	lent	healthy choice	palm Sunday	physically active	crucifixion	motivation	holy week	relax	Maundy Thursday	tense	resurrection	calm	Garden of Gethsemane	dangerous	last supper	safe body	Judas	self-care	hot cross buns	energy	Pancakes	fuel		nutritious
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<p>Additional Information</p> <p>PSHE Association https://pshe-association.org.uk/resource/dental-health-ks1-2 (resources saved in PSHE folder on multimedia). Help pupils learn about:</p> <ul style="list-style-type: none"> • how diet and everyday actions affect dental health; • techniques and top tips for cleaning teeth and • common risks to dental health and strategies to manage them. 																																		
<p>Evidence in the books and on display:</p>																																		

- The children will have examples of work from the Jigsaw scheme of work and photographs showing the group activities and games they have taken part in during their learning. The children will have annotated the photos to describe what they were doing when the photographs were taken.

Outcomes:

- The children will understand the concept of Mother Nature.
- The children will be able to articulate what contributes to physical health.
- The children will recognise their responsibility in making good choices for their physical health.

Helpful Websites

BBC Teach – PSHE <https://www.bbc.co.uk/teach/topics/cgvvny0867zt>

BBC Teach – The Christian Story of Easter <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h>

BBC Bitesize – Animals including Humans Videos
<https://www.bbc.co.uk/bitesize/subjects/z6svr82>

SMSC

Spiritual	Moral	Social	Cultural
-When can eating be a spiritual experience? -How does nature help us to be healthy?	-What responsibility do we have to look after our bodies so that we stay fit and well?	-Why is eating together an important cultural thing to do?	-What food has cultural ties?

FUNDAMENTAL BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-How can we decide on our class favourite dish?	-Explore the idea of making the right choices – how can you develop the knowledge and the motivation to make good choices?	-How can we respectfully show people how to be healthy without causing offence?	-Why are there laws stopping young people from buying certain items?

Links to Rights Respecting Schools

- Article 12 – The right to give your opinion and for adults to listen and take it seriously.
- Article 24 – Clean environment and water.
- Article 28 – The right to a good quality education.
- Article 29 – Goals of Education – education must develop every child’s talents, abilities and personality.

Links to Safeguarding

- Teacher to go through health and safety rules before the beginning of D&T lessons.
- Opportunities for children to speak out if they are not in a situation where they can be healthy or make healthy choices.

Celebrating Heritage

- Children celebrating differences and similarities.
- Making links to their real-life experiences, culture and religion.
- Children to be exposed to a wide range of cultural texts and experiences.