



Everybody Excelling, Every Day. No Excuses!

Theme Title: <u>Living together in my school/my local area</u>			Year group: 2
			Term: Autumn 1
Hook	Explore	Excite	Celebrate
Take the children on a local walk with photographs from the past – what is different or changed?	Trip around the local area key areas in Hackney – Hoxton Hall, Hackney Empire, Town hall, London Fields and lido etc– humanities and science	Hackney museum – comparison city now and then	Black History month celebration

Core subjects: Theme Content

By the end of this unit the children will be able to...

Science	<p>Everyday materials</p> <ul style="list-style-type: none"> -distinguish between an object and the material from which it is made - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses <p>I can name different materials I can tell you what different materials are used for. I can tell you why some objects cannot be made from other materials.</p>
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Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	<p><u>Values of the school, relationships- Cooperation and Caring</u></p> <p>Co-operation</p> <ul style="list-style-type: none"> To recognise the importance of listening to other people To understand the importance of being able to work cooperatively To understand the concept of negotiation To understand the importance of being able to play and work cooperatively
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	<p>To work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>To take part in a simple debate about topical issues</p> <p>To share opinions and explain their views</p> <p>To reflect on the similarities and differences between people</p> <p>Lending/Borrowing</p> <p>To understand the concept of 'borrowing</p> <p>To show responsibility to others</p> <p>Sharing</p> <p>To understanding the importance of sharing</p> <p>To know that everyone has a responsibility to consider the needs of others</p> <p>Caring</p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them</p> <p>To learn about responsibility to others</p> <p>To consider ways of looking after the school or community and how to care for the local environment</p> <p>Our School</p> <p>To understand their role in the class community</p> <p>To know how to contribute to the life of the classroom</p>
Humanities	<p><u>Was life in Hackney always like this? Humanities</u></p> <p><u>History of Hackney as a city – mixed Geography and History</u></p> <p>I can record my observations of the local area in different ways, such as labelled drawings, sketches, plans, maps or writing</p> <p>I can make a simple time line</p> <p>I can use words and phrases that relate to the passage of time (past, then, now)</p> <p>I can understand simple chronology</p> <p>I can record my understanding of the past in different ways, such as</p> <ul style="list-style-type: none"> *writing * drawing and labelling * painting and collage * drama *making models * making a museum display *performing a play * giving a presentation <p>I can find out about life in the past by looking at</p> <ul style="list-style-type: none"> *stories *pictures or photographs *DVDs

	<ul style="list-style-type: none"> *information books *the internet *artefacts *museum displays *old buildings and heritage sites <p>I can use topic words that are linked to the history I am studying</p> <p>I can ask and answer questions about the past</p> <p>I can use aerial photographs and simple maps or plans to recognise basic landmarks and features, such as towns, villages, rivers and hills.</p>
RE	<p>What do Hindus believe?</p> <p>I can explore how in the stories told at Divali, Rama and Sita provide Hindus with role models and values to live by (love, courage, loyalty, duty)</p> <p>I can explore how, through religious festivals, children learn about God</p> <p>I can explore how symbols associated with Divali (eg. light is good overcoming evil as light overcomes the dark) communicate beliefs about God's love and power</p>
Arts– Drop Down	<p>Black History month - Hair</p>
PE	<p>S.A.Q</p> <p>Can travel on the balls of their feet though SAQ equipment.</p> <p>Can change direction with good balance. Can complete equipment without slowing or stopping. Can complete most SAQ ladder drills.</p> <p>Can show own ideas travelling through SAQ ladders.</p> <p>Gymnastics Pathways</p> <p>I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination.</p> <p>I can make up sequences.</p> <p>I can move smoothly from a position of stillness to a travelling movement/another stillness.</p> <p>I know that gymnastics makes my heart beat faster.</p>
Computing	<p>To make digital painting of London skylines.</p> <p>Resources: Purple Mash Resources (2Paint a Picture) / apps on iPads e.g. Brushes)</p> <p>Understanding Technology</p> <p>What do we already know about London?</p> <p>How can we find out more?</p> <p>How do computers help us find out information?</p> <p>How do we get online?</p>

	<p>How do I use a browser and a search engine? Search different London skylines</p> <p>Digital Literacy</p> <p>What is my school username and password How can computers help us to present our findings? What are the advantages/disadvantages of using a computer to make a poster in comparison to making it by hand Where do I save my work so I can find it again.?</p> <p>Online Safety</p> <p>Why do I need a username and password? How can we stay safe online, what are our school rules? What should we do if we see something that upsets us? How can we avoid seeing things we don't want to see? – being specific with what we're searching for – using the correct words.</p>
MFL	<p>I can respond to a variety of known and new songs with gestures to show understanding. I can count to 0-30 in Spanish.</p>