



Everybody Excelling, Every Day. No Excuses!

Theme Title: <u>Explorers</u>			Year group: 2 Term: Spring 2
Hook	Explore	Excite	Celebrate
Follow a local walk/school environment map using keys and directions Start growing different shaped seeds to find out what they will grow into.	Mapping local park	Collect photographs of plants in local area/park and create a park guide to plants	Invite parallel class (and parents) to a park picnic.

Core subjects: Theme Content/ Foundation: Links to National Curriculum

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

Science

Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy
- I can recognise different seeds and bulbs.
- I can name different seeds and bulbs.
- I know different shaped seeds will grow into different plants.
- I can name a variety of plants – trees, flowering plants, grasses, plants that have fruits.
- I can explain how seeds and bulbs grow into plants.
- I can explain why plants need water, light and heat to grow and stay healthy.

Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE

Keeping Safe

- Drug Safety
- To learn about the importance of medicine safety

	<p>To recognise that some substances can help or harm the body</p> <p>Personal Safety</p> <p>To learn about the difference between secrets and surprises</p> <p>To understand when not to keep adults' secrets</p> <p>To seek help from an appropriate adult when necessary</p>
Humanities	<p><u>How is my local park affected by the seasons – Growing in Spring</u></p> <p>I can name the seasons.</p> <p>I know the current season.</p> <p>I know how parks can change due to the season.</p> <p>I can use aerial photographs and simple maps or plans to recognise basic landmarks and features of a local park.</p> <p>I can make a simple map or plan with symbols and a key.</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>I can sort the human and physical features within a park.</p>
RE	<p>Why do Christians celebrate Jesus' resurrection at Easter?</p> <p>I can explore Bible narratives of Jesus' death and resurrection, understood by Christians as a promise of new life and new beginnings</p> <p>I can explore how Christian traditions at Lent and Easter re-tell the death and resurrection and teach Christians about God and Jesus Christ</p> <p>I can explore some of the ways in which children learn about their faith by growing up in a Christian home eg by reading and studying the Bible, listening to stories, singing & praying</p> <p>I can explore how Christian songs and prayers, pictures and icons re-tell events from the life of Jesus and express beliefs about God</p> <p>I can explore how the symbols of Easter (e.g. palms, crosses, eggs, hot cross buns, and colours associated with Lent and Easter) remind Christians of Easter events and the theme of endings and new beginnings</p>
Arts– Drop Down	<p>International Evening Performance Focus</p>
PE	<p>Games -Football</p> <p>Can show control and change direction with the ball. Can show a change of speed when travelling with the ball. Can use the inside and outside of their foot to dribble. Can change direction on command. Can complete and demonstrate technical parts of the lesson. Can follow the rules of the game.</p> <p>Gymnastics</p> <p>Linking Movements</p> <p>I can move smoothly from a position of stillness to a travelling movement/another stillness.</p> <p>I can adapt the sequence to include floor, mats, apparatus showing control, accurate and fluency.</p>
Computing	<p>Make a caring game</p> <p>In this unit the children will begin to think about how computer games are made and what makes them exciting. Even though they</p>

	<p>won't be doing actual coding, they will be designing different elements of a game, including sounds, characters, graphics, points system, length of game etc.</p> <p>Resources: Purplemash – 2DoltYourself – Catching game</p> <p>Programming</p> <p>Discuss different computer games the children like playing</p> <p>What aspects of the games do they like? E.g. sound effects, graphics etc.</p> <p>Compare different computer games – looking at how long games last, how do you change levels, how do you gain/lose points?</p> <p>Digital Literacy</p> <p>Explain how to use the different drawing and sound effects functions to create an animated catching game.</p>
MFL	<p>I can understand simple classroom commands, such as silencio, en fila, de pie, sentaos.</p> <p>I know colour words in Spanish.</p>