



Everybody Excelling, Every Day. No Excuses!

<b>Theme Title:</b> <b><u>Carnival of Animals</u></b>			<b>Year group: 2</b>
			<b>Term: Summer 1</b>
<b>Hook</b>	<b>Explore</b>	<b>Excite</b>	<b>Celebrate</b>
Organise animal handling session within school	Watch variety of animals documentaries (David Att)	Animal movements – explore how we can make our bodies do the same	Zoo or farm trip– review what can we name? outdoor quiz

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

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

Science

**Animals including humans**

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food, and air)
- Tell you the names of some:
- Animals and how they are classified
- Tell you what happens to animals over time (Life cycles).
- Tell you the names of different animals' young – mammals and other
- Tell you what animals and humans need to survive.

**Foundation: Theme Content / Foundation: Links to National Curriculum**

PSHE

Citizenship

Local

To develop a strong relationship with the local community

To understand the importance of shared responsibility within all communities

Money

To understand why it is important to keep money safe

To understand the importance of managing money carefully

To understand that we cannot always afford the items we want to buy

	To understand the importance of choices and spending money wisely
Humanities	<p><b><u>Significant person</u></b>  <b><u>What is important about David Attenborough</u></b></p> <p>I can describe the lives of some famous people who lived in the past and say why they're famous.  I can ask and answer questions about the past  I can use topic words that are linked to the historical person that I am studying  I can find out about life in the past by looking at</p> <ul style="list-style-type: none"> <li>*stories</li> <li>*pictures or photographs</li> <li>*DVDs</li> <li>*information books</li> <li>*the internet</li> <li>*artefacts</li> <li>*museum displays</li> <li>*old buildings and heritage sites</li> </ul> <p>I can describe what happened in important events in the past  I can record my understanding of the past in different ways, such as</p> <ul style="list-style-type: none"> <li>*writing</li> <li>* drawing and labelling</li> <li>* painting and collage</li> <li>* drama</li> <li>*making models</li> <li>* making a museum display</li> <li>*performing a play</li> <li>* giving a presentation</li> </ul>
RE	<p><b>School Unit Philosophy</b></p> <p>Can animals think?  Would you prefer to be a dog or a cat? Why?  If I get a new brain will I be another person?  What is keeping fit?  Can you keep your mind fit?  What is it like to be a bat (any other animal)?</p>
Arts– Drop Down	<b>Japan Art</b> Focus
PE	Athletics- Run Jump and Throw

	<p>I can show different types of jumps  I can run continuously for a given time  I can run at different speeds and describe the differences  I can throw at long and short distances  I can throw accurately into smaller and larger targets  I can describe what happens to my body when I am taking part in Athletics</p> <p>Athletics  Run, Jump &amp; Throw  I know which muscles make power and how they are important when jumping  I can throw into targets set at different distances  I can use different techniques and speeds to meet challenges set for running, jumping and throwing.  I can describe what happens to my body when I am taking part in Athletics</p>
Computing	<p><b>Children will use Scratch Jr to program some simple animations relating to their topic work</b></p> <p><b>Scratch Junior on iPads using lesson resources below:</b>  <b>Understanding technology</b>  Talk about what apps the children like using  What are the benefits of apps?  How do apps compare to software on the computers?  How do you search for an app on iPads?  Tips &amp; tricks on iPads? Children to share their knowledge</p> <p><b>Digital Literacy</b>  What is an algorithm?  What instructions will your character need to move across the screen?  Did your character/s go where you wanted?  How could you change your instructions to make your character go somewhere different?  Did your programme do what you expected? How could you check the instructions?  Can you work with your partner to check the instructions (the algorithm) for mistakes?</p>
MFL	<p>I can name different animals in Spanish.</p>