



Year 2

In Year 2, we continue to develop the children as independent, confident learners through a fun, varied and challenging curriculum. Our topics such as the Rainforest, the Great Fire of London and Great Explorers allow the children to explore and showcase their creativity within their learning.

The children have the opportunity to develop their team-working skills across all subjects through the use of Kagan strategies which encourage collaborative learning. They also continue to build their stamina and resilience as we prepare them for the end of KS1 and the transition to KS2.

In Year 2, the children have the opportunity to learn outside of the classroom through a number of trips. Trips this year have included: The London Eye River Cruise to learn about the London landmarks and how London has changed. Woodlands Farm visit which allowed the children to learn more about animals and their young as part of the Science curriculum. Finally, the Royal Observatory and Planetarium in Greenwich to learn more about space exploration as part of our History topic.

At Christmas time, Year 2 take great pride in delivering a Christmas performance to their parents and carers at Christchurch. This is something the children relish and really look forward to.

In Year 2, children are encouraged to take pride in themselves and their work and be responsible for their own actions. They deepen their understanding of personal safety and well-being through various PSHE activities.

Year 2

Autumn Knowledge organiser

*How has London
changed?*

History Focus	Great Fire of London
National Curriculum objective	Events beyond living memory that are significant nationally or globally
Historical Background	
<p>The Fire of London started on 2nd September 1666 and lasted for 5 days. The weather in London was hot and hadn't rained for months. Houses in London were mainly built from wood which is flammable, especially when it is very dry. The houses were also very close together, so fire could easily spread.</p>	
Key Knowledge (Timeline of events)	
2nd September 1666	1.30am: A fire starts in Thomas Farriner's bakery on Pudding Lane in the middle of the night. The fire probably came from the oven.
2nd September 1666	7am: Samuel Pepys wakes up and finds out that the fire had already burnt down 300 houses!
3rd September 1666	The firemen try to put the fire out by using leather buckets of water and then pulling down houses with fire hooks. They hope this will make a fire break but the fire keeps on spreading.
4th September 1666	St Paul's Cathedral burns down.
6th September 1666	The Fire of London finally stops but many people are left homeless because their houses are burnt down.
Key Skills	
<p>Find out about people and events in other times, collections of artefacts – confidently describe similarities and differences, drama – develop empathy and understanding (hot seating, sp. and listening), compare pictures or photographs of people or events in the past, able to identify different ways to represent the past, use a source – why, what, who, how, where to ask questions and find answers</p>	
Key Vocabulary	
Bakery:	a shop where bread and cakes are made.
Oven:	a place where food is cooked. Today we use gas or electricity to heat ovens but in 1666 they burnt wood to heat the oven.
Leather bucket:	Leather is a material and was what buckets were made from before plastic was invented.
Fire hooks:	Giant hooks used to pull houses down
Fire break:	When buildings are destroyed to make a break so the fire can't spread to the next building.
Flammable:	when something burns easily.
King Charles II:	the King of England in 1666.
Samuel Pepys:	a famous man who wrote a diary about the fire.
Eyewitness:	a person who saw an event and can therefore describe it.
St Paul's Cathedral:	A famous Christian church which burnt down during the fire. It was rebuilt and still exists today.

Tower of London:	Where the King lived in 1666. It did not catch fire because the fire was stopped just before it reached the place.
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Key Questions

- What are the similarities and differences between life in 1666 and 2019?
- How are we able to find out so much about what happened in the Great Fire?
- How was the fire able to spread so quickly?
- Did the Great Fire change how London was rebuilt?

Assessment

Create a collage showing how building materials changed as a consequence of the Great Fire of London.

Geography focus	Modern day London
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National Curriculum objective	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
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Key Knowledge - Geographical features

Human features	Human features are things that are built by humans such as bridges and roads.)
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Physical features	Physical features are natural objects such as mountains and rivers
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Key Knowledge Human features in London

Human features we will be able to identify and place on a map	The Shard The London Eye St. Paul's Cathedral Tower Bridge The Tower of London Buckingham Palace Palace of Westminster Big Ben
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Key Knowledge Physical features in London

Physical features we will be able to identify and place on a map	River Thames
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Key Skills

Draw information from a map (bird's eye view), use simple field sketches and diagrams, use a camera, Consolidate vocabulary taught in previous years geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland ask geographical questions –where is this place? what is it like? How has it changed?, express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences, recognise how places have become the way they are e.g. shops (patterns and processes), observe and record in different ways eg. sketches, diagrams, technology.

Key Vocabulary

Map	A map is a drawing of all or part of Earth's surface. Its basic purpose is to show where things are. Maps may show visible features, such as rivers and lakes, forests, buildings, and roads
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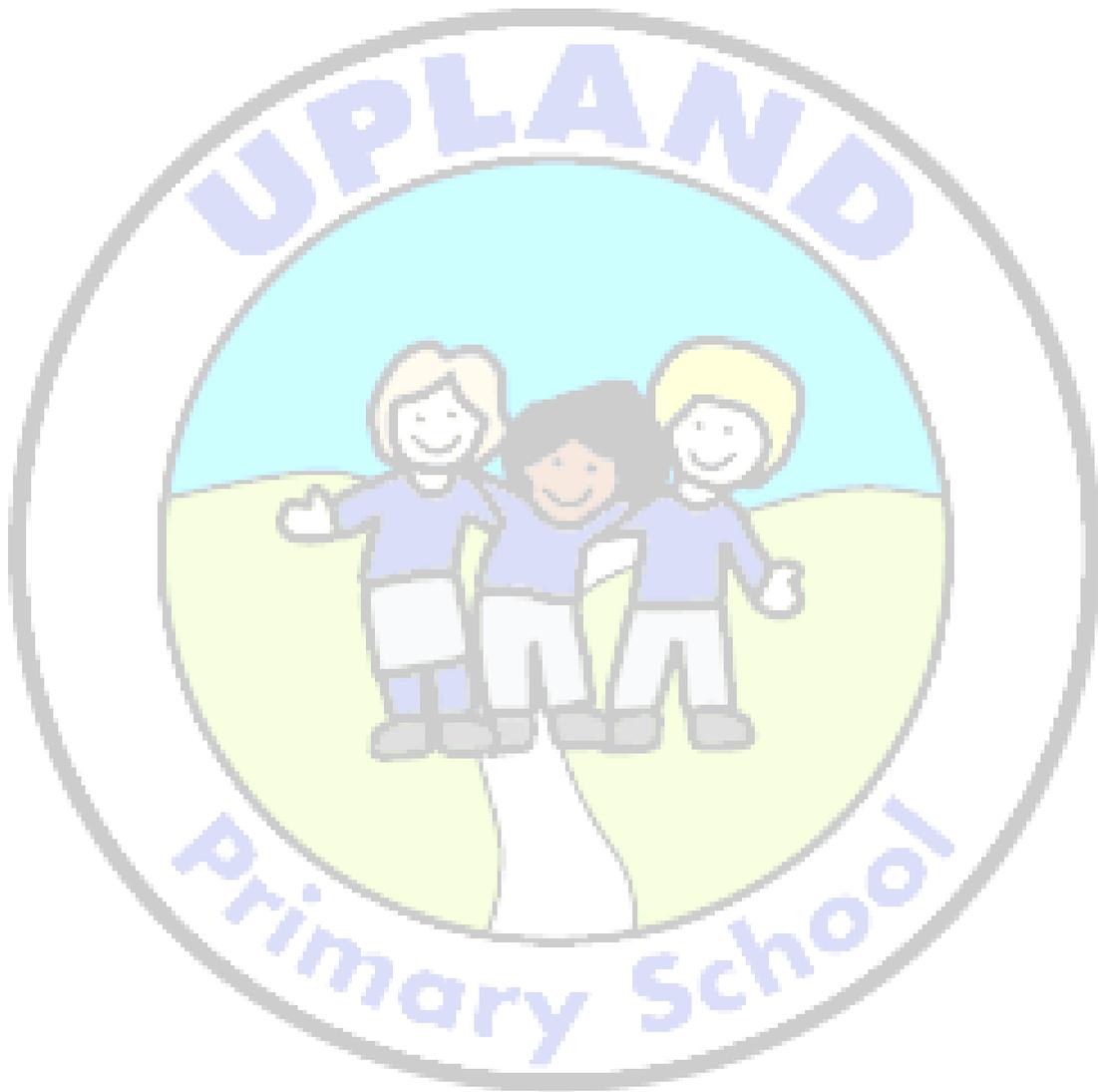
Key	A map key, also known as a legend, is normally located at the bottom of the map on the left or right. Legends are important because they help readers understand what certain symbols, colors, and lines represent on maps.
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Key Questions

- Why was London built around the Thames?
- What human and physical features can you find in London that have been there for hundreds of years?
- How do maps help tourists?
- What place would you recommend tourists to visit? Why?

Assessment

Why is it great to live in London? Create an advert, including details of both physical and human features of London.



Art focus	Create a piece of art that uses techniques learned from real artists
National Curriculum objective	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Sketch of Tower Bridge by Ken Done (super-imposed onto blurred photograph of London)



Sketch Books	Outcomes
<p>Perspective of geometric 3D shapes Imaginative use of colour Observation of form and basic shape Using oil pastels to create different textures (see: https://www.bbc.co.uk/education/clips/zjyr87h for ideas)</p>	<p>A picture of a UK landmark in oil pastels Must not be a copy of the example Must be a London landmark Must show an imaginative use of colour Must show a 3D perspective Must create texture (e.g. water/stone/brick)</p>

Key Skills

Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures and produce an expanding range of patterns. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own work and others work, expressing thoughts and feelings

Science focus	Use of everyday materials
National Curriculum objective	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Key Knowledge: Properties of Materials	
Wood	Hard, strong, stiff
Plastic	Strong, shiny, bendy
Glass	Transparent, smooth, stiff
Metal	Hard, strong, shiny
Water	Runny, wet, clear
Rock	Hard, strong
Key Knowledge: Uses of everyday materials	
Wood can be used for:	Doors, tables
Plastic can be used for:	Pens, rulers
Glass can be used for:	Windows, glasses
Metal can be used for:	Cars, coins
Rock can be used for:	Garden walls, old buildings
Brick can be used for:	Houses, walls
Paper can be used for:	School books, wrapping paper
Card can be used for:	Folders, birthday cards
Key Knowledge: Different materials for the same thing	
Some objects can be made from various materials	For example, a spoon can be made from: plastic, wood or metal.
Key Knowledge: Changing the shape of materials	
Squashing	Crush something so that it becomes flat, soft, or out of shape
Bending	Changing a straight object so that it is curved.
Twisting	Change the shape of an object by turning it.

Stretching	Made long
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Key Knowledge: People we need to know

John Dunlop	Born in 1840 An expert in rubber Invented the first inflatable tyre
Charles Macintosh	Born in 1766 Invented the first waterproof fabric The 'mac' raincoat is named after him
John McAdam	Born in 1756 He invented building roads with a smooth, hard surface.

Diagrams and Symbols

Squashing		Bending		Twisting		Stretching	
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Key Skills

Identify and classify. Observe and identify, compare and describe. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them .Perform simple tests. To discuss my ideas about how to find things out. To say what happened in my investigation. Gather and record data to help in answering questions. Record simple data. Record and communicate their findings in a range of ways. Can show my results in a table that my teacher has provided. Talk about what they have found out and how they found it out.

Key Vocabulary

Various	Lots of different kinds
Rubber	A tough material that can be shaped
Inflatable	Can be filled with air
Fabric	Cloth produced by weaving or knitting

Key Questions

- Spot and group the materials you see on the way to school.
- Find an object in your house that exists in three or more different material forms.
- Find an object that is made from more than three materials
- Why would _____ material be suitable/not suitable for _____ ?

PE focus	Ball Skills - Hands - Basketball and Handball
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National Curriculum Objective	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>
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Key Knowledge

The focus of learning is to develop dribbling in order to keep control and possession of the ball.

The focus of learning is to develop passing and receiving in order to keep possession of the ball.

The focus of learning is to combine dribbling, passing and receiving in order to keep possession of the ball.

Key Skills

To learn and understand why we need to be accurate when passing and dribbling the ball.
 To learn and develop our understanding of keeping possession as a team.
 To develop our understanding of a team game i.e basketball and benchball.
 Show and understand what makes a successful team.

Key Vocabulary

Dribbling	Bouncing the ball with one hand or two hands, while walking or running.
Control	Keeping the ball close to our body so defenders can't intercept the ball.
Accuracy	Passing the ball to a teammate who can catch the ball.
Passing	Different ways a ball can travel to a partner i.e bounce and chest pass.
Traveling	Moving with the ball in your hands without bouncing.
Team work	To work together to achieve a common goal.

Key Questions

Where and why do we dribble? Why do we need to control the ball? Why do we need to move into space? Why do we need to look for space when we are moving? Why do we need to keep the ball close to us? Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball? Why do we need to work as a team? Why do we need to be accurate when we pass? Where, when and why do we pass? How do we know if our partner is ready to receive the ball? Describe how we chest pass. What is the consequence in a game of an inaccurate pass?

Year 2

Spring

Knowledge

organiser

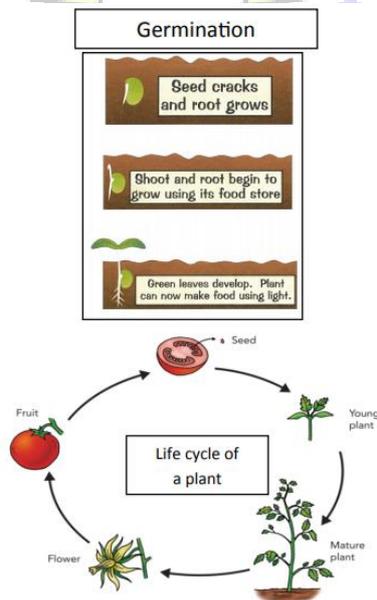
*What can we do
to protect nature?*

Science focus	Plants
National Curriculum objective	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

Key Knowledge

When seeds start to grow, this is called...	Germination
To germinate, seeds need	<ul style="list-style-type: none"> • Warmth • Air (Oxygen) • Water
Seeds don't need light...	This is because they have a store of food inside them already
What next?	Once the Stem breaks through the soil it is then a plant
A plant	A living thing that usually grows from the ground
The main parts of a plant (reinforced from year 1)	<ul style="list-style-type: none"> • Flowers • Leaves • Stem • Roots
To grow and survive plants need:	<ul style="list-style-type: none"> • Light • Water • Carbon Dioxide <p>This is so that they can make their own food</p> <ul style="list-style-type: none"> • Warmth <p>This is because if plants get too cold or too hot they will die</p>
What next? (Life cycle of a plant)	<ul style="list-style-type: none"> • The plant grows • The flower comes and then dies • A fruit seed is left behind • The seeds get scattered • The process begins again

Diagrams and Symbols



Key Skills

Observe and identify, compare and describe. Can find information to help me from books and computers with help.

Key Vocabulary

Survive	Continue to live or exist
Life Cycle	Continual series of changes showing the life of something
Scattered	Move in various random directions

Key Questions

- You have to take away one of these factors: sunlight, water, soil but make sure the plant can still survive. Which one would you take?
- Would a plant be able to survive without leaves?
- Could a plant survive on Mars? (link to History topic - Explorers).



Science focus	Living things and their habitats
National Curriculum objective	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>

Key Knowledge

Things can be split into three groups	<ul style="list-style-type: none"> • Things that are alive • Things that were alive but are now dead • Things that never lived
Things that are alive	<ul style="list-style-type: none"> • Are made from cells and show signs of life (see below)
Things that are dead	<ul style="list-style-type: none"> • Are made from cells • A wooden table used to be alive as a tree.
Things that never lived	<ul style="list-style-type: none"> • These are not made from cells. For example, a drain cover is made from particles of metal
How to tell if things are alive	<ul style="list-style-type: none"> • M ove • R eproduce • S ensitivity • N utrition • E xcretion • R espiration • G rowth
What is a habitat	Most living things live in an environment they are suited to. This is their habitat
Types of habitats	Habitats can be very different. For example they can be: They can be hot or cold. Wet or Dry. On the ground or up high
Choosing the right habitat	Animals live in habitats that suit them best. For example, a fish can breathe in water and can swim well so it lives in water. A worm has brown skin, bristles on its underside to grip and a pointed head. All of these mean that the soil is a good habitat for it to live in.
Cold habitat	Polar bear - thick white fur, to keep warm and camouflaged in the snow.
Hot habitat	The Desert Rat - Large ears to help lose excess body heat. Good hearing and sight in the dark so can hunt at night when the temperature is cooler.
Dry habitat	The cactus - long roots find water that is deep in the ground. Thin needle leaves don't lose water
Wet habitat	The Otter - eyes and nostrils can close underwater. Feet are webbed to help move in the water.

Diagrams and Symbols

Animals get their food from plants and other animals. A food chain shows how energy from food is passed along. Only green plants make their own food, so every food chain starts with a green plant.

The arrow on a food chain means 'is food for'

If one element of the food chain changes, this can impact on the rest of the chain.





Key Skills

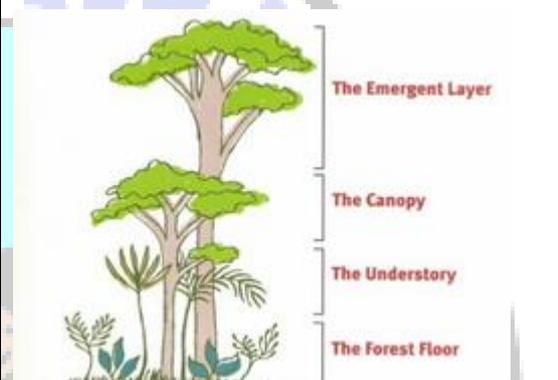
Identify and classify. Observe and identify, compare and describe. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. Use simple secondary sources to find answers. Can find information to help me from books and computers with help

Key Vocabulary

Cells	The basic part of all living things
Underside	Underneath or bottom of something
Webbed	Where fingers or toes are connected by skin
Excess	More than is needed
Environment	The conditions around something

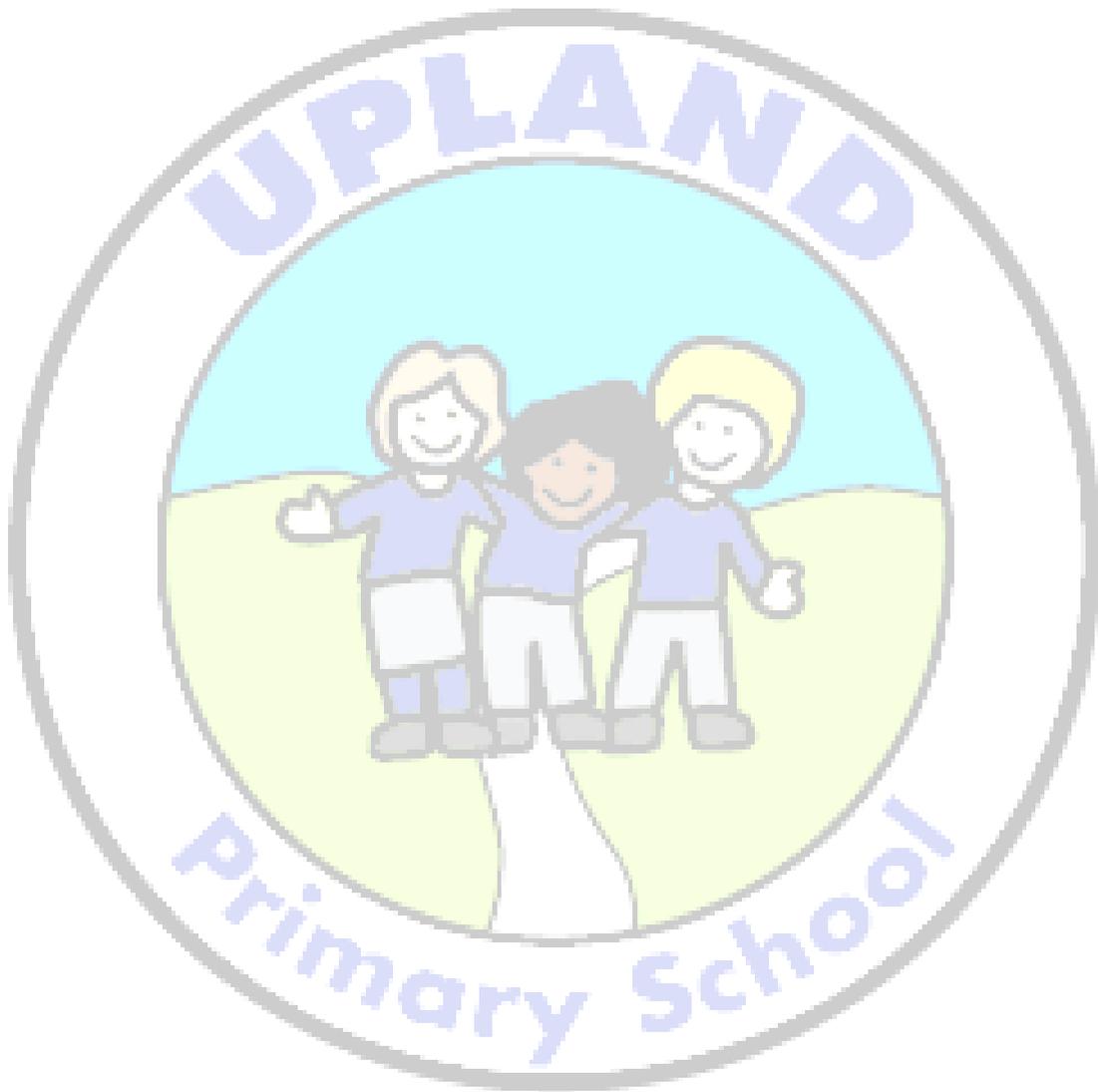
Key Questions

- If the number of fish in Danson Lake decreased, what effect would this have on the number of ducks living there?
- Lots of new houses are being built in Bexleyheath on green space. How might this affect the local wildlife?
- If there were no plants, how would animals survive?
- Why would a _____ habitat not be suitable for a _____?

Geography focus	Rainforests
National Curriculum objective	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Key Knowledge	
Use globes and atlases to locate rainforests	<ul style="list-style-type: none"> • Amazon • Congo • Daintree
Physical features	Natural features of the Earth's surface
Human features	Man-made features
Layers of the rainforests	
Our climate	Our climate is temperate. Temperate means we have mild temperatures. Warm summers and cool winters.
Amazon climate	The climate in the amazon is Tropical. This means that it remains hot and humid all year. It virtually rains every day.
Key Skills	
Consolidate vocabulary taught in previous years, geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland, ask geographical questions –where is this place? what is it like? How has it changed?, express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences, observe and record in different ways eg. sketches, diagrams, technology, communicate in different ways –pictures, writing, charts, use simple field sketches and diagrams, use a camera, compare two settlements use globes, maps, plans at a range of scales use content/index to locate country/draw.	
Key Vocabulary	
Climate	General weather in one place
Rainforest	Forests with warm climates, tall trees and lots of rain
Deforestation	The action of clearing a wide area of trees
Key Questions	
<ul style="list-style-type: none"> • Why should we care about deforestation when we are so far away? • What can I do to help protect the Earth? • How could we future proof our forests? 	



Can I really make a difference? ... evaluative piece including the key knowledge to evidence reasons.



Art focus	Romero Britto
National Curriculum objective	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Key Knowledge	
Born	Brazil
Type of art	Pop art
Famous works	<ul style="list-style-type: none"> • Britto Garden • Family Tree • Story Teller • Minnie's new day
Famous quotes	'Art is too important not to share'
Legacy	Part of the group to protect the Brazilian Rainforest
Key Vocabulary	
Pop art	Art based on bold, simple everyday images
Shades	Darken paint by adding black
Tint	Lighten a paint by adding white
Tones	The difference natural light can make to a colour
Key Skills	
<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own work and others work, expressing thoughts and feelings</p>	

Design and technology focus		Sock Puppet	
National Curriculum objective		<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p>	
Challenge		To create a puppet that can be manipulated by a Reception pupil in role-play, that could live in the rainforest	
The Journey			
Key Technical Knowledge	Design	Make	Evaluate
<p>What types of puppets are there? Glove, finger, string, sock, rod...</p> <p>How can we attach decorations to our puppets? Glue, sewing, staples, Velcro...</p> <p>How can our puppets be made to move? Fingers/Hands, String, Rods</p>	<ol style="list-style-type: none"> Clearly understand the criteria for the project Explore a range of existing products Explore types of puppets Explore themes for the chosen design, e.g. what do bears look like? Draw mock ups of a range of designs Choose a design and create a final design with jotting of materials needed Create a resource list of materials needed for the final design. 	<p>Skills Practice Cutting with scissors Sewing: threading a needle, basic running stitch, sewing on a button Joining techniques: gluing, stapling...</p>	<p>Before Making Explore and evaluate existing puppets Evaluate the prototype and make final design tweaks</p>
		<ol style="list-style-type: none"> Create templates to help cut materials for the final design Create a sugar paper prototype of the final design Agree a class timescale for the final making of puppets Make the puppets 	<p>After Making Evaluate how effectively the final product meets the 'challenge'.</p>
Key Skills			
<p>(Design) Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Understand how to identify a target group for what they intend to design and make based on a design criteria. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using Computing technology. (Make) Begin to select tools and materials; use correct vocabulary to name and describe them. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product. (Evaluate) Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about Products and why. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.</p>			

PE focus	Ball Skills - Feet - Football
National Curriculum Objective	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>
Key Knowledge	
The focus of learning is to develop dribbling using our feet in order to keep control and possession of the ball.	The focus of learning is to develop passing and receiving using our feet in order to keep possession of the ball.
Key Skills	
<p>To learn and understand why we need to be accurate when passing and dribbling the ball. To learn and develop our understanding of keeping possession as a team. To develop our understanding of a team game i.e Football Show and understand what makes a successful team.</p>	
Key Vocabulary	
Dribbling	Kicking the ball with one or two feet, while walking or running.
Control	Keeping the ball close to our body so defenders can't tackle us ball.
Accuracy	Passing the ball to your partners feet.
Passing	Different ways a ball can travel to a partner i.e inside of the foot.
Communication	Calling a team mates name before passing them the ball.
Team work	To work together to achieve a common goal.
Key Questions	
<p>Where do we dribble? Why do we dribble? Why do we need to control the ball? Why do we need to look for space when we are moving? Why do we need to keep the ball close to us? What is the consequence if the defender gains possession of the ball? Why do we need to be accurate when we pass? Why do we need to look before passing? Where can we pass? Why should we pass? What is the consequence in a game of an inaccurate pass? Why do we need to pass and move? Why should we communicate when we pass? Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball?</p>	

Year 2

Summer

Knowledge

organiser

*Could we live
anywhere?*



History Focus	Who was braver?
National Curriculum objective	The lives of significant individuals contributed to the national and international achievements
Key Knowledge: Timeline of events: Christopher Columbus	
1451	Christopher Columbus was born in Genoa, Italy.
1476	Christopher Columbus becomes a sailor. His boat is sunk in a battle with pirates off the coast of Portugal
1484	Columbus plans his journey to travel across the Atlantic Ocean but it is rejected by the King of England and Portugal
1492	Columbus, who now lives in Spain, finally gets money from King Ferdinand and Queen Isabela of Spain
3rd August 1492	Columbus and his crew depart from Spain with three ships—The Santa Maria, The Nina and The Pinta
12th October 1492	The new world is sighted at 2:00am somewhere near the Bahamas
29th October 1492	Columbus arrives in Cuba
25th December 1492	The flagship Santa Maria sinks after hitting the reefs off the Haitian coast
16th January 1493	Columbus leaves Hispaniola
15th March 1493	Columbus arrives back in Spain.
Key Knowledge: Timeline of events: Neil Armstrong	
July 16th 1969	The Saturn V rocket launches from Cape Kennedy space base in Florida, America.
July 20th 1969	The lunar module lands on the moon in the Sea of Tranquillity
July 21st 1969	Armstrong and Aldrin begin their mission on the moon.
July 21st 1969	The lunar module leaves the moon and joins with the command module.
July 24th 1969	The command module arrives back on earth, landing in the Pacific Ocean (splashdown).
July 24th 1969	The astronauts go into quarantine, in case they are carrying any germs. President Nixon congratulates the astronauts.
August 10th 1969	The astronauts leave quarantine.
August 13th 1969	Celebration parades across America.
November 16th 2011	The astronauts are awarded a medal of honour.
Key Skills	

Use of timelines. Discuss the effectiveness of sources, compare pictures or photographs of people or events in the past. Able to identify different ways to represent the past. Sort or sequence artefacts closer together in time.

Key Vocabulary

Famous	Someone who is known for doing something great
Voyage	A long journey involving travel by sea or space
Explorer	A person who explores a new or unfamiliar area
Crew	A group of people who work on and operate a ship, aircraft, etc.

Key Questions

- What does it mean to be brave?
- When have you been brave?
- If you could explore anywhere in the world, where would you go? Why?
- What are the similarities and differences between different types of exploration?
- Would Columbus have been more famous if he had known that he'd discovered America in his lifetime?

Assessment

Class debate with reasons drawn from Knowledge Organiser.



Geography focus	World Geography
National Curriculum objective	Name and locate the world's seven continents and five oceans
Key Knowledge	
The 7 continents	Asia, Africa, Antarctica, Australia, Europe, North America, South America
The 5 Oceans	Pacific, Atlantic, Indian, Southern and Arctic
Hot & cold places in the world	Hot: The equator Cold: The North Pole and South Pole
France is in Europe	<p>Their currency is Euros Paris is the capital city of France Eiffel Tower and Arc du Triomphe are human features of Paris The river Seine is a physical feature of Paris France is known for its delicious foods including: croissant, cheese, baguettes and snails France has the perfect climate for growing grapes The famous cycle race Tour de France happens in France. French people speak French.</p>
China is in Asia	<p>Their currency is the Chinese Yuan Beijing is the capital city of China The Great Wall of China is a human feature of China A physical feature of China is its mountain ranges which allow Giant Pandas to live there. The tallest mountain in the world, Mount Everest, borders China. Chinese people speak Chinese. Lots of rice, noodles and vegetables make up a Chinese diet.</p>
Australia is in Australia	<p>Australia is the name of the continent and a country within it. Their currency is Australian dollars. Part of the Australian flag is the Union Jack the flag of Great Britain. Ayers rock is a famous physical feature of Australia. Sydney Opera House is a famous human feature.</p>
Kenya is in Africa	<p>Their currency is Kenyan shillings. Nairobi is the capital of Kenya. In Kenya they speak Swahili. Lake Victoria is a physical feature of Kenya. A lot of land in Kenya is savannah grasslands. Lots of wildlife live there and lots of people visit to see them. Outside of big cities and towns people tend to live in tribes in huts made of mud and straw.</p>
USA is in North America	<p>Their currency is US dollars. USA is a big country split into 50 states. Washington DC is the capital city. In New York, a famous human feature is the Statue of Liberty. In South Dakota, a famous human feature is Mount Rushmore. America is so vast it has lots of different landscapes.</p>
Brazil is in South America	<p>Their currency is Brazilian rias. In Brazil, they speak Portuguese. The capital city is Brasilia. A famous landmark is Christ the Redeemer. The Iguazu Falls borders Brazil. Brazil is home to the Amazon Rainforest. The Amazon River is the second longest river in the world.</p>

Antarctica	Antarctica is a very large continent where no one lives permanently as it is too cold. Antarctica is almost completely covered in ice. As it hardly ever rains there, it is technically a desert. It has no countries and no flags.

Key Skills

Consolidate vocabulary taught in previous years. Use geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland. Ask geographical questions –where is this place? what is it like? How has it changed? Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences recognise how places have become the way they are e.g. shops (patterns and processes) observe and record in different ways eg. sketches, diagrams, technology. Communicate in different ways – pictures, writing, charts

Key Vocabulary

Continent	Any of the world's main continuous expanses of land
Country	A nation with its own government
Government	The group of people with the authority to rule a country

Key Questions

- How are countries grouped?
- If I wanted to ... where would I visit?

Assessment

Locational language and key knowledge top trumps.

Design and technology focus	Food theme Around the world	
National Curriculum objective	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	
Challenge	Make 3 'chop it up' dishes	
The Journey		
Key Knowledge	Outcomes	Parameters
Safe knife handling Good hygiene Healthy/balanced diet Ingredients tasting - including taste combinations fruit grown in the different continents Designing own dish (selection of fruits and order on skewer)	Fruit kebab	Children chop the fruit Children create multiple, identical 'skewers' on cocktail sticks
Safe knife handling Good hygiene Healthy/balanced diet Ingredients tasting - including taste combinations and dips from around the world Designing own version of dish Recall the previous recipe and present for display or own recipe book http://www.foodafactoflife.org.uk/attachments/a31fea18-59af-4132419e449d.pdf	Veggie Snacks	Children prepare and chop the vegetables (into dipping-friendly shapes) Children create dips
Safe knife handling Grating technique Folding/wrapping technique (for wraps) Good hygiene Healthy/balanced diet Ingredients tasting - including taste combinations wraps from around the world Designing own wrap http://www.foodafactoflife.org.uk/attachments/bb02bc1b-2eef-4efb3843110f.pdf	Sandwich wrap	Children prepare and chop/ grate the ingredients Children add the fillings to the wrap Children fold the wraps Children 'wrap the wraps' in foil/cling film to keep 'wrapped'
Key Skills		
Understand that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand how to name and sort foods into the five groups in 'The Eat-well plate' Know that everyone should eat at least five portions of fruit and vegetables every day. Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. Demonstrate how to use techniques such as cutting, peeling and grating.		

Science focus	Animals including Humans
National Curriculum objective	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).

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Knowledge: Growth

Growth in animals	Animals become older and change as time passes
3 examples of animal growth	Egg > chick > chicken Egg > caterpillar > pupa > butterfly Spawn > tadpole > frog
Example of Human growth	Baby > toddler > child > teenager > adult

Key Knowledge: Survival

Things animals need to survive	Water Food Air Shelter
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Key Knowledge: Human Survival

Things humans need to survive	Water Food Air Shelter
Things humans need to be healthy	To have a balanced diet of the right amount of different types of food and drink. To exercise regularly. To be hygienic.
What is a balanced diet?	See the Eatwell Guide (http://www.nhs.uk/Livewell/Goodfood/Documents/The-Eatwell-Guide-2016.pdf) Drink 6-8 cups/glasses of fluids each day
What is regular exercise?	Adults needs to be active for at least 150 minutes each week Children aged 5 to 16 need to be active for at least 60 minutes each day Children under 5 need 3 hours of activity a day
What is good hygiene?	To maintain daily personal hygiene, you should make sure: your hands are washed after you've used the toilet your private parts are washed every day your face is washed daily you're fully bathed or showered at least twice a week your teeth are brushed twice a day

Diagrams and Symbols



Key Skills

Use simple secondary sources to find answers. Can find information to help me from books and computers with help.

Key Vocabulary

Offspring	A person or animal's child or children
Growth	The process of getting bigger
Pupa	An insect that is about to turn into an adult
Baby	A very young child
Toddler	A young child that is just beginning to walk
Child	A young person below the age of 13
Teenager	A person aged between 13 and 19
Adult	A grown up
Fluids	A liquid

Key Questions

Having caterpillar eggs in class and taking time lapse photography of their cycle of life. Finding out what happens to a tooth left in various types of drinks. Investigating the effects of exercise on the body. Trying new foods. Making healthy foods.

PE focus	Tennis and Athletics
National Curriculum Objective	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
Key Knowledge	
To master basic ball control with a tennis racket.	To learn to run in a coordinated & fluent way.
To introduce hitting a tennis ball through a forehand shot.	To learn to take off & land in a coordinated & controlled way.
To show an understanding of why we hit or throw the ball into a space.	To recognise and describe what their bodies feel like during different types of activity.
Key Skills	

Tennis

To develop my hand eye coordination and agility through tennis.
 To develop my personal control with a racket and ball i.e balancing, keepy ups, under arm throw.
 To explore hitting a tennis ball with a forehand shot.
 To develop movement skills and understand why it's important to be in line with the ball.

Athletics

To develop my running style when sprinting.
 To explore different throwing styles when throwing for accuracy and distance.
 To improve my technique when jumping for distance.

Key Vocabulary	
Forehand shot	A type of shot used in tennis.
Control	Keeping the ball close to our racket or returning the ball into a space.
Travel (movement)	Different ways to travel in tennis i.e backwards and sideways.
Athletics	the sport of competing in track and field events, including running races and various competitions in jumping and throwing.
Sprinting	Running for speed
Key Questions	
Tennis	
<p>What does close control look like? How do i hold the racket? Why? Why do we try to hit the ball with control and accuracy? Why is it important to stand in line with the ball? Why do we hit the ball into a space? Why do we not stand still in tennis? Why do we need to return (recover) to the middle of the court (baseline) to be ready? What does the ready position look like?</p>	
Athletics	
<p>How do we run? What should we do with our head when we are sprinting? Why? Do we feel quicker when we apply the correct running technique? What should we do with our arms when we are sprinting? Why? Why do we need to be able to throw in sport? What sports involve throwing? What should we do with our body position/stance when we throw? Why? Can we throw further when we apply the correct technique? What is the difference between throwing for accuracy and throwing for distance?</p>	