

Topic Map Class 2 Term 1/2 2022/23 - Down By The Riverside

(Please note that the objectives within the learning sequence are summary of learning within our mixed classes, for more detailed year group specific objectives please refer to our Skills and Knowledge Progression documents)

<p>Art Sequence of Learning</p> <p>1) Lines: Sketch different patterns using a variety of straight and curved lines. Use different grades of pencil and evaluate the marks made.</p> <p>2) Tone: Experiment with using layers of shading to achieve light, medium and dark tones (inc cross-hatching).</p> <p>3) Texture: Create texture using lines and tone.</p> <p>4) Through small observational tasks, experiment with a) shading and b) perspective.</p> <p>Assessment Activity: Use above techniques to sketch a picture of a local area.</p> <p>DT Sequence of Learning</p> <p>1) Research boat designs.</p> <p>2) Use research to plan, design and communicate ideas through discussion, annotated sketches and cross-sectional diagrams.</p> <p>3) Select from and use a wider range of materials and components, including construction materials, textiles, paper/card according to their functional properties and aesthetic qualities.</p> <p>4) Select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately.</p> <p>5) To join and combine materials and components accurately.</p> <p>6) Test whether choices are fit for purpose.</p> <p>Assessment Activity: Produce a boat and test it at Brookend Stream.</p>	<p>P.E. Sequence of Learning</p> <p>REAL PE</p> <p>Balance: Squats and ankle extensions on even and uneven surfaces.</p> <p>Partner work - form balances by leaning back holding each others' hands or feet. Progress to completing tasks on low apparatus.</p> <p>Agility: Variety of jumps and lunges in all directions and incorporating turns.</p> <p>Coordination: Using a ball, complete a figure of 8 around open legs. Complete front to back ball catches with legs apart. Develop overhead catches.</p> <p>REAL GYM</p> <p>Balance: To develop from balancing on one foot/hand, shoulders and bottom to balancing on one foot in arabesque, passe, side horizontal, forward bend, front scale and front attitude positions on the floor, with hand apparatus, on low apparatus and on large apparatus.</p> <p>Travel: To spring, cross step, hopscotch, lunge walk, caterpillar and bunny hop on the floor, with hand apparatus, on low apparatus and on large apparatus solo and with a partner.</p> <p>Rotation: Complete a variety of rolls on low and large apparatus.</p> <p>CRICKET: Led by Cricket Coach.</p> <p>TAG RUGBY - malmesbury Festivals</p> <p>Assessment Activities: Perform a gymnastics routine. Application of cricket/tag rugby skills in a game.</p>	<p>R.E. Sequence of Learning</p> <p>Sikhism:</p> <p>1) Explain who founded Sikhism.</p> <p>2) Understand the key beliefs.</p> <p>3) Recognise what makes Gurdwara a special place for Sikhs.</p> <p>4) Learn about the Amrit ceremony and the significance of belonging to the Khalsa.</p> <p>5) Make comparisons with my experiences of joining/belonging.</p> <p>6) Explain what the Holy Book is and how it is used.</p> <p>7) Explain the meanings of the key Sikh symbols.</p> <p>Christianity and Christmas: Explore if sacred books have to be 'true' to help people understand their religion. Is religion the most important influence and inspiration in everyone's life? Understand the symbolism of the Nativity Story and which are the most significant parts and what they mean to Christians today. Understand what is the true meaning of Christmas and make comparisons with what Christmas means to us.</p> <p>Assessment Activities: On an A4 page compare the Sikh Amrit ceremony with an occasion when they joined a group and what it meant to them. On an A4 page, highlight the symbolism in the nativity story and how this compares to our celebrations and beliefs.</p>	<p>PSHE Sequence of Learning</p> <p>Managing Hurtful Behaviour/Bullying Friendships</p> <p>1) Exploring strategies to respond to hurtful behaviour both online and offline.</p> <p>2) Understanding discrimination and how to challenge it.</p> <p>3) Exploring healthy friendships both online and offline.</p> <p>Respecting ourselves and others</p> <p>4) Understanding the importance of self-respect, respecting others including similarities and differences.</p> <p>Keeping Safe</p> <p>5) Understanding risks and hazards and how to manage them.</p> <p>6) The importance of taking medicines correctly (and drugs, alcohol and tobacco) -differentiated for year groups.</p> <p>Assessment Activity Valuing diversity, tolerance and respect. In writing books, explain how respect can be shown in different situations eg. playground, home, classroom, myself.</p>	<p>Science Sequence of Learning</p> <p>Rocks</p> <p>1) Recognise that soils are made from rocks and organic matter.</p> <p>2) Compare and group together different kinds of rocks based on of their appearance and simple physical properties</p> <p>3) Describe how fossils are formed.</p> <p>States of Matter</p> <p>1) Describe solids, liquids and gases using scientific language,</p> <p>2) Investigate, compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>3) Investigate and observe how some materials change state when they are heated or cooled.</p> <p>4) Use degrees celsius.</p> <p>5) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Assessment Activity: Produce a poster on rocks and states of matter.</p>
<p>French Sequence of Learning</p> <p>Getting to know you -Developing speaking and listening skills.</p> <p>1) Greeting people and saying goodbye in different ways.</p> <p>2) Introducing themselves and asking how people are.</p> <p>3) Counting and colours.</p> <p>4) Festivals and celebrations - explore how other cultures celebrate Christmas, including France.</p> <p>Assessment Activity: Take part in a simple conversation showing an awareness of pronunciation.</p>	<p>Music Sequence of Learning</p> <p>Continue to develop skills in playing the recorder, using Charanga scheme - Blown Away 1.</p> <p>1) Revise notes: B,A,G, E and musical terms.</p> <p>2) In groups, write a composition to replace the first verse of a Charanga song. Perform to the class. Perform the whole song as a class, incorporating group compositions.</p> <p>3) Note D - Learn Razzamatazz & Make My Music.</p> <p>4) Compose a piece of music using the five notes taught (Record on manuscript paper or as symbols.)</p> <p>5) Perform and evaluate, own work and that of others.</p> <p>Assessment Activity: Compose, record, perform and evaluate a short piece of music on the recorder and percussion instruments of their choice.</p>	<p>History Sequence of Learning</p> <p>Vikings</p> <p>1) Where and when did the Vikings come from?</p> <p>2) How and why did they invade Britain?</p> <p>3) Investigate the consequences of their invasions and how the kings dealt with their arrival.</p> <p>4) Use sources of evidence and artefacts to find out how they lived and compare with our lifestyle.</p> <p>5) Find out about the Viking gods and what they represented.</p> <p>Assessment Activity: Produce a timeline of the key events.</p>	<p>Computing Sequence of Learning</p> <p>E-Safety:</p> <p>1) Creating safe passwords and protecting privacy.</p> <p>2) Recognising 'spooof' information.</p> <p>3) Communicating safely with others on-line.</p> <p>4) Where/who to turn to for help, to protect us when on-line.</p> <p>Coding:</p> <p>1) Introducing Purple Mash Platform and resources.</p> <p>2) Algorithms</p> <p>3) Use events, action and objects coding blocks.</p> <p>4) Use collision detectors, predicting results before running the program.</p> <p>5) Modifying properties of objects.</p> <p>6) Using timers and repeat instructions.</p> <p>Efficient coders:</p> <p>1) Simulating a physical system.</p> <p>2) Decomposition and abstraction of program details.</p> <p>3) Understanding different variable types and how they are used differently.</p> <p>Assessment Activity: Design, make and modify an interactive scene/program.</p>	<p>Geography Sequence of Learning</p> <p>1) To describe and understand the key aspects of physical geography: hills, mountains, coasts, rivers (River Avon).</p> <p>2) Understand the water cycle (Years 5/6 including transpiration).</p> <p>3) Name and locate features of erosion and how these have changed over time.</p> <p>4) To use fieldwork to observe and record the human and physical features in the local area using a range of methods: sketch maps, plans and graphs, and digital technologies.</p> <p>Assessment Activity: Produce an information poster.</p>

Maths Topics: Place Value, Addition/Subtraction, Multiplication/Division

English Topics: Traditional Stories, Instructions, Non-Chronological Reports, Poetry