Year 2 Autumn 2023

Would you want to be a Victorian School Child?

Linked texts: The Great Stink, You Wouldn't wat to be a Victorian School child, Peepo, Oliver Twist, William Morris, A Christmas Time

Topic composite: Printing workshop for parents

Trips/ Visits: Vet visit, Museum of Cornish Life Helston

Wild Tribe Link: The Victorian Era & Science Materials

Intent: Children will begin to sequence events beyond living memory and will identify changes in the past that have impacted their life today.

Skills and Knowledge components:
Children will sequence dates and place periods of history on a timeline.
Children will extract information from various types of source (artefact, pictorial, written) and record in an appropriate way
Children will ask questions which are relevant to their learning and begin to locate answers with support
Children will identifies similarities to lives in their past and theirs today.

Sticky Knowledge:
I can plot the Victorian Era on a timeline.
I know that Queen Victoria reigned during the Victorian era and she became Queen when she was 18.
I know that Victorian homes often had bay windows, sash windows.
I know that I can look at artefacts, pictures and writing from the past to find out information.
I know that at the begining of the Victorian era now all children attended school.
I can give 5 differences between school now and in the Victorian period.

Vocabulary: Victorian, Queen Victoria, period, timeline, chronology, extract, sources, similarities and differences, evidence, compare, contrast, schools, buildings, modern, old fashioned, sash windows, bay windows

Subject Composite: Children will take part in a Victorian School Day

Impact: Children will have a developed understanding of chronology and will develop important historian skills which they will build on as they move through the school.

Science: Animal needs for survival

Intent: Children develop their knowledge of animals in their local area and beyond. They begin to think sustainably and explore how to protect and care for mammals in their local area.

Skills and knowledge:
Find out and describe the basic needs of animals, including humans for survival (water, food, air)
Ask simple questions and recognise they can be answered in different ways
Gather and record data to help answer questions
Work scientifically by identifying and classifying
Use observations and ideas to suggest answers to questions

Sticky Knowledge:
Mammals have fur or hair on their bodies. Mammals are carnivores, herbivores or omnivores.
Birds have feathers, wings and beaks. Some birds can fly and others cannot.
Fish live in water and have gills that they use to breathe.
Amphibians live on land and in water. They do not have scales on their bodies.
Reptiles have dry scales on their bodies and need direct heat to survive.
All animals need food, water and air to survive.

Vocabulary: Mammal, adult, baby, shelter, reptile, scales, carnivore, herbivore, omnivore, amphibian, webbed feet, frog, toad, newt, fish, scales, gills, fin, bird, feathers, beak, insect, insectivore, identify, classify, data

Subject composite: Children will explore their local area to find out more about different types of animal. The will take part in a range of practical activities including: bird spotting, pond making, make bird feeders, handle whole fish.

Impact: Children will develop their understanding of their world around them. They will build their scientific enquiry skills and begin to think sustainably.

Science: Humans

Intent: Children will learn about excercise, healthy eating, germs and teeth to support them to make good choices now and in the future.

Skills and knowledge:
Describe the importance of exercise, eating the rights amounts of different types of food and hygiene.
Gather and record data to help answer scientific questions
Work scientifically by identifying and classifying.
Observe closely using simple equipment

Sticky Knowledge:
Exercise improves your physical and mental health. It ensures your heart is healthy.
A healthy diet includes fruit, vegetables and other healthy food. An unhealthy diet is high in fa, sugar or friend food.
Germs can make you unwell and can be spread easily from unwashed hands. You should wash your hands, sneeze into a tissue and have regular baths or showers.
You should brush your teeth twice a day with water, a toothbrush and toothpaste.
Plaque can build up on your teeth and can damage your teeth and gums.

Vocabulary: heart, exercise, physical health, mental health, healthy diet, unhealthy diet, meat, vegetables, fruit, sugar, gems, hygiene, disease, doctor, teeth, plaque, filling

Subject composite: Children will create a how to stay healthy guide around the 4 areas they have studied.

Impact: Children will develop their understanding of how to keep themselves healthy and will be able to start making sensible choices for themselves.

Science: Materials

Intent: Children will develop their scientific working skills by exploring materials and their properties.

Subject knowledge:
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.
Work scientifically by identifying and classifying
Work scientifically by performing simple tests
Working scientifically by using features to compare objects, materials and living things and, with help, decide how to sort and group them.
Work scientifically by asking simple questions and recognising that they can be answered in different ways.
Work scientifically by observing closely, using simple equipment

Sticky knowledge:
Some materials are natural such as sand, wood and wool. Some are man-made such as plastic and bricks.
Some materials are recyclable and can be used again I can name some of these.
I can use the words hard, brittle, flexible, hard to classify and sort materials.
Materials are carefully selected for objects based on their properties.
Some materials can change shape and some can not.

Vocabulary: natural materials, man - made materials, recycle, smooth, rough, flexible, rigid, brittle, flexible, transparent, translucent, opaque, hard, flexible, shiny, dull, rigid, fabric, flexible, tough, lightweight, squash, bend, twist, stretch, independent variable, dependent variable, controlled variable,

Subject composite: Children will design and carry out an experiment usto answer the question 'Which material would be best for an umbrella?

Impact: Children will have developed scientific enquiry skills and have built on their knowledge of materials around us.

Intent: Children build on their drawing and mark making skills and are introduced to monoprinting building on their prior printing skills. They will build their understanding of artists.

Skills and knowledge:
Make observation drawings and develop the ability to look at details.
I can use a range of pencils and pens to make marks and think carefully about which marks to make.
I use my sketchbook to record and develop my ideas
I can use printing inks and rollers thinking carefully about my colour choice
I can create a range of monoprint
I develop my knowledge of famous artists.

Sticky Knowledge:
I know that monoprints are unique
I can explain how to make a print using tetra packaging or polystyrene blocks.
I know how to use a roller and printing ink to get a clear print
I know that William Morris is a famous artist who created prints.

Vocabulary: monoprint, indent, detail, sketch, William Morris, tera packaging, roller, printing ink, polystyrene block, unique

Subject composite: Children to make printed cards for the Christmas Fayre inspired by William Morris. Children hold a workshop for parents to show them how to create their own print.

Impact: Children will develop their artistic skills using sketching and printing and build on their repertoire of known artists**.**

Intent: To design and make a trifle for their family to eat.

Skills and knowledge:
Design appealing products for a particular user based on simple design criteria.
Generate initial ideas and design criteria through investigating products
Communicate these ideas through talk and drawings.
Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.
Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
Evaluate ideas and finished products against design criteria, including intended user and purpose.

Sticky Knowledge:
I know how to safely cut fruits using a knife.
I know boiling water can be dangerous and with support form an adult can use boiling water to make jelly.
I know that a dish can be made of different parts which give a variety of taste and textures.
I know that recipes can be tweaked for individual tastes for example adding lemon zest to cream.
I know how to use a whisk to thicken cream and custard.

Vocabulary: taste, evaluate, design, jelly, flavours, texture, whisk, dissolve, set, thicken, boiling, zest, sharp, sour, sweet, juicy, tangy, ingredients, dish, flesh, seed, pip, grate, juice, cutting, squeezing

Subject composite: Children to find out a parents likes/dislikes through designing a questionnaire and use this to design and make a trifle. Children create an evaluation form for their parents to fill out when they taste test.

Impact: Children will build on their skills and knowledge within food technology and begin to combine ingredients and methods to create a dish.