



Year 2 Topic: Ready, Steady, Go!

Term: Spring 1

Topic Length: 6 weeks

INTENT	Vision	Together we all discover, learn, grow and succeed					
	Values	W	A	R	M	T	H
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
Learning Behaviours		Disciplinary Knowledge		Substantive knowledge			
Attitudes and attributes for learning and life		Know How – subject specific thinking and problem solving		Know What – deep learning of the key knowledge			

IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge		
	Topic Purpose	To learn about transport through history and how it impacts on our daily lives. Also how it will change and adapt in the future.											
		Hook: Take off in 'aeroplane' simulation in hall on first day of topic.					Celebration: Return ice cylinders back to the Atlantic (applying science and DT knowledge).						
	Main Subjects	Design and Technology		Geography			Science			History			
	Key Performance Indicators	Know the vocabulary: wheels, axels and chassis. Make a functioning car using wheel and axel mechanisms. Evaluate their products and suggest improvements.		Name the 7 continents and have an understanding about where they are located on a map. Name the 5 major oceans and have an understanding about where they are located on a map.			Name materials and identify their properties. Know what materials objects are made from and suggest why these are suitable. Gather and record data (about insulators). Use observations to answer a question.			To identify changes in the history of transport over time. To know the key figure in history (Amelia Earhart) and recall significant events from her life.			
Our Overarching Themes	Relationships		Mastery		Community		Vocabulary / Oracy		Being Healthy / Active		Equity of Education	Developing Learning Behaviours	Fluency

Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
Computing	Pictograms – NCCE scheme <ul style="list-style-type: none"> • Use technology to enter data • Use technology to present information in different ways • Use technology purposefully to create, organise and retrieve data • Use technology to share information
PE Spring 1	Gymnastics <ul style="list-style-type: none"> • To master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities • To be able to name and perform body movements such as pike, tuck and straddle • To perform a basic sequence of movement including travelling and balance
Outdoor learning	NC outdoors (year 2 science progression) <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials • To be able to identify and compare plants that are alive or dead • To safely use a mallet for printing • To ask and answer questions by performing simple tests



Key Objective Progression

Prior Knowledge	Year 2 – Ready, Steady Go!	Future Learning
<p>Year 1 Underwater Explorers: Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (children to use materials to create pictures using sliding animals and levers.)</p>	<p>DT: Know the vocabulary: wheels, axels and chassis.</p>	<p>Year 3 Our World: Understand and use mechanical systems in their products – levers and linkages</p>
<p>Year 1 Underwater Explorers: Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (children to use materials to create pictures using sliding animals and levers.)</p>	<p>DT: Make a functioning car using wheel and axel mechanisms.</p>	<p>Year 3 Our World: Understand and use mechanical systems in their products – levers and linkages</p>
<p>Year 1 Underwater Explorers: Evaluate their ideas and products against design criteria.</p>	<p>DT: Evaluate their products and suggest improvements.</p>	<p>Year 3 Vikings: Evaluate ideas and products against own design criteria and consider the views of others to improve their work.</p>
<p>Year 1: no evidence of prior learning related to this objective on curriculum map</p>	<p>Geography: Name the 7 continents and have an understanding about where they are located on a map.</p>	<p>Y3: Our World</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
<p>Year 1: no evidence of prior learning related to this objective on curriculum map</p>	<p>Geography: Name the 5 major oceans and have an understanding about where they are located on a map.</p>	<p>Y3: Our World</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<p>Y1: Celebration Time</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p>Science: Name materials and identify their properties.</p>	<p><u>Rocks (Kent’s Cavern Trip)</u></p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties



<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Science: Know what materials objects are made from and suggest why these are suitable.</p>	<p><u>Rocks (Kent’s Cavern Trip)</u></p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Recognise that soils are made from rocks and organic matter.
<p>Y1 have the same NC objectives (as it’s a KS1 curriculum relating to working scientifically)</p>	<p>Science: Gather and record data (about insulators).</p>	<p>1. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>
<p>Y1 have the same NC objectives (as it’s a KS1 curriculum relating to working scientifically)</p>	<p>Science: Use observations to answer a question.</p>	<p>2. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>
<p>Y1: I Spy Springtime Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>History: To identify changes in the history of transport over time.</p>	<p>Y3: What Lies Beneath? To know changes in Britain from the Stone Age, including late Neolithic hunter-gatherers and early farmers.</p>
<p>Y1: Living things Florence Nightingale – continuous provision events beyond living memory that are significant nationally or globally</p>	<p>History: To know the key figure in history (Amelia Earhart) and recall significant events from her life.</p>	<p>To know changes in Britain from the Stone Age, including late Neolithic hunter-gatherers and early farmers.</p>