

Year 2 Topic: Where's WoodlandsTerm: Spring 2Topic Length: 6 weeks

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

<b>IMPLEMENTATION</b>	<b>Our 10 Key Principles for Effective T&amp;L</b>	<b>High Aspirations</b>	<b>Inspire and Challenge</b>	<b>Pupil Progress</b>	<b>Positive Habits</b>	<b>Variation</b>	<b>Developing Learning Behaviours</b>	<b>Relationships</b>	<b>Questioning and Feedback</b>	<b>Assessment for Learning</b>	<b>Subject Knowledge</b>	
	<b>Topic Purpose</b>	<p>Our world is made up of different people, places and cultures. Where do we live? Where do other people live? How are these people, places and cultures similar and different?</p>										
		Hook: Visit from African steel pan group.					Celebration: Compose and perform a simple piece of music using djembe drums in assembly.					
	<b>Main Subjects</b>	Art			Geography				Music			
	<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>To experiment with line, shape and colour using wax and dye</li> <li>To create a personalised flag using batik and stitching techniques</li> </ul>			<ul style="list-style-type: none"> <li>To know and identify the four countries that make up the United Kingdom and name their capital cities on a world map and atlas</li> <li>Read and create a simple aerial view map of Woodlands, Ivybridge, including a key</li> <li>To compare Ivybridge with Banjul</li> </ul>				<ul style="list-style-type: none"> <li>To begin to appreciate and understand cultural significance of African Music</li> <li>To name and learn to play Djembe Drums, nutshell shakers and gong gongs (cowbells)</li> <li>To follow simple notations using contrasting pitches (centre and outside of drum) and repeat 4/4 rhythms and classic motifs</li> </ul>			
<b>Our Overarching Themes</b>	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 – Programming Robot Algorithms <ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> </ul>
PE	Netball <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• Throwing and catching</li> <li>• Different passes – chest, bounce, overhead (if skills develop enough within sequence)</li> <li>• Footwork – pivot and movement into space</li> </ul>
PSHE	Jigsaw – Healthy me <ul style="list-style-type: none"> <li>• I know what I need to keep my body healthy</li> <li>• I can show or tell you what relaxed means</li> <li>• I understand how medicines work in my body and how to use them safely</li> <li>• I can sort food into the correct food groups</li> <li>• I can make some healthy snacks and explain why they are good for my body</li> <li>• I can decide which foods to eat to give my body energy</li> </ul>
RE	How important is it to Christians that Jesus came back to life after his crucifixion? <ul style="list-style-type: none"> <li>• Why does Easter matter to Christians?</li> <li>• To know and re-tell the Easter story</li> <li>• To understand what the resurrection of Jesus means for Christians</li> </ul>



Prior Knowledge	Year 2 – Where’s Woodlands?	Future Learning
<p><b>EYFS Julia Donaldson:</b> Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>	<p><b>Art:</b> To experiment with line, shape and colour using wax and dye</p>	<p><b>Year 3 Where Can We Go From Here:</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with acrylic</p>
<p><b>EYFS Mad About Animals:</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Art:</b> To create a personalised flag using batik and stitching techniques</p>	<p><b>Year 3 Where Can We Go From Here:</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with acrylic</p>
<p><b>EYFS All Aboard the Woodland Express:</b> They talk about the features of their own immediate environment and how environment might vary from one another.</p>	<p><b>Geography:</b> To know and identify the four countries that make up the United Kingdom and name their capital cities on a world map and atlas</p>	<p><b>Year 3 Where Can We Go From Here:</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,</p>
<p><b>EYFS Julia Donaldson:</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects</p>	<p><b>Geography:</b> Read and create a simple aerial view map of Woodlands, Ivybridge, including a key</p>	<p><b>Year 3 Where Can We Go From Here:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p><b>EYFS All Aboard the Woodland Express:</b> Looks closely at similarities, differences, patterns and change.</p> <p>They talk about the features of their own immediate environment and how environment might vary from one another.</p>	<p><b>Geography:</b> To compare Ivybridge with Banjul</p>	<p><b>Year 3 Our World:</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</p>
<p><b>EYFS All Aboard the Woodlands Express:</b> Begins to build a repertoire of songs and dances.</p>	<p><b>Music:</b> To begin to appreciate and understand cultural significance of African Music</p>	<p><b>Year 3 National Curriculum:</b> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</p>



		composers and musicians
<b>EYFS Mad About Minibeasts:</b> Explores the different sounds of instruments.	<b>Music:</b> To name and learn to play Djembe Drums, nutshell shakers and gong gongs (cowbells)	<b>Year 3 Our World:</b> Listen to Sisu’s Winter soundscape piece, identify instruments and analyse sound effects using a musical vocabulary (pitch, dynamics, timbre, tempo)
<b>EYFS All Aboard the Woodlands Express:</b> Taps out simple repeated rhythms. <b>To Infinity and Beyond:</b> Explores and learns how sounds can be changed.	<b>Music:</b> To follow simple notations using contrasting pitches (centre and outside of drum) and repeat 4/4 rhythms and classic motifs	<b>Year 3 Plants:</b> Compose Climbing up the Beanstalk music showing melody moving from low to high pitch