

Geography

How can we serve our local grounds? How can we improve our outdoor areas?

Outcome: Create a display of our evolving school grounds

- ask simple geographical questions e.g. What is it like to live in this place?
- use simple observational skills to study the geography of the school and its grounds Use simple maps of the local area e.g. large scale print, pictorial etc.
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
- name, describe and compare familiar places. Link their homes with other places in their local community
- Know about some present changes that are happening in the local environment e.g. at school. Suggest ideas for improving the school environment

Music

What songs can we learn and sing that teach us how to serve others?

- use his/her voice expressively and creatively by singing songs and speaking chants and rhyme
- play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression
- Sing and Sign Whole School sessions weekly
- Learn songs to perform for Cold Stream Celebrations

‘Helpful Hands and Servant Hearts’

Service Summer Term

How can we help to serve our school and local area?

How can we help to serve on a global scale?

Science

What kind of habitat is our school pond?

- Ask simple questions and recognise that they can be answered in different ways.(Year 2 focus) Use simple equipment to observe closely including changes over time
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals)
- Explore/compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited
- Identify/ name a variety of plants and animals in their habitats. including micro-habitats

PE

- Developing Team work skills, games and cooperative sports
- Sports day – Key skills, jumping, throwing, running

Art

What art can we create with natural/recycled materials from our school grounds or local community?

- give reasons for his/her preferences when looking at art/craft or design work know that different artistic works are made by craftspeople locally
- experiment with tones using pencils, chalk or charcoal. Represent things observed, remembered or imagined using colour/tools
- use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.
- Develop techniques to join fabrics and apply decorations such as a running or over stitch

History

What can we find out about our local history? Who is General George Monck?

- use a wide vocabulary of everyday historical terms
- ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events]
- show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
- describe changes within living memory and aspects of change in national life ☐ describe events beyond living memory that are significant nationally.

Design and Technology

What purposeful, functional and appealing products can we create to enhance our outdoor areas? Can we use recycled/sustainable resources?

Outcome: Create natural products to add to our outdoor learning spaces

- choose materials and explain why they are being used
- explore and evaluate a range of existing products
- build structures, exploring how they can be made stronger, stiffer and more stable
- use levers and sliders
- choose materials and explain why they are being used depending on their characteristics
- evaluate his/her ideas and products against design criteria
- join materials together as part of a moving structure ☐ explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products