



Art

How can we mix materials and tools to create a collaborative piece of artwork?

Outcome: Mixed media Superhero window display

- try out different activities and make sensible choices about what to do next
- select particular techniques to create a chosen product and develop some care and control over materials and their use
- give reasons for his/her preferences when looking at art/craft or design work
- represent things observed, remembered or imagined using colour/tools
- experiment with basic tools on rigid and flexible materials he/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials

PE

- Develop rhythm and coordination skills in Country Dancing
- Learn and perform routines in pairs and groups, working collaboratively.

Design and Technology

- Design and make our own superhero gadgets and gizmos
- Research gadgets that superheroes already have and use
- Use a range of materials and join them in a range of ways
- Create our own superheroes and design their outfits and gadgets to help them save the day

Music

How can we work collaboratively and creatively?

Outcome: Create a shared composition using percussion instruments to perform to an audience

- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

‘Social Injustice’ Spring 1

What makes a hero?

What can we learn from heroes today? What can we learn from heroes in the past?

How can we be courageous advocates for the future?

Science

What makes my body super?

- Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus)
- Use simple equipment to observe closely including changes over time (Year 2 focus)
- Perform simple comparative tests (Year 2 focus)
- Identify, group and classify (Year 2 focus)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Computing

How can we share our ideas with others?

Outcome: Create a poster to communicate ‘Respect’ ‘Justice’ in our school/our world linked to Fair Trade

- recognise common uses of information technology in the home and school environment
- use technology to purposely create digital content
- recognise common uses of information technology beyond school
- use technology to purposely create, organise, store, manipulate and retrieve digital content
- use technology to purposely create digital content comparing the benefits of different programs

RE

What is the good news Jesus brings?

- Tell stories from the Bible linked with good news
- Give clear accounts of what stories mean to Christians
- Recognise that Jesus gives us instructions about how to behave
- Give examples of how Christians follow teachings of forgiveness, love and peace

PSHE

- Building relationship
- Forgiveness and reconciliation
- Celebrating differences
- Developing Respect

Science

- Ask simple questions and recognise that they can be answered in different ways
- Use simple equipment to observe closely
- Perform simple tests
- Identify and classify
- Use his/her observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions
- Understand that animals, including humans, have offspring which grow into adults Describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

History

What can we learn from heroes of the past?

Outcome: Create a Fact File about a real life hero from the past who fought for injustice – Rosa Parks

- speak about how he/she has found out about the past (organisation and communication) ☑ record what they have learned by drawing and writing (organisation and communication) ☑ show an awareness of the past, using common words and phrases relating to the passing of time ☑ describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods
- discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods

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‘Social Injustice’ Spring 2

What makes a hero? What can we learn from heroes today? What can we learn from heroes in the past? How can we be courageous advocates for the future?

- Explore and discuss what we are passionate about
- Create display about being courageous advocates, what can we do now to make change? What do we hope to do as we get older to help make a difference?
- How can we use what we learn about Fairtrade to make a difference?
- Find out about charities that support children around the world (EduKid)

PE

- Develop rhythm and coordination skills in Country Dancing
- Learn and perform routines in pairs and groups, working collaboratively.

Visits and Trips

- PCSO visit from local area. Share their role with the children and bring along uniform/gadgets and helmets for the children to look at and try on
- Look at the Police car in the car park and sit in the car – listen to the sirens. Children to ask questions and use visit as part of Literacy work.
- Visit Hatherleigh Fire Station and find out about real life heroes and what they do to help us.
- Learn about their uniform and kit and get to sit in the fire engine. Use trip as final write in Literacy.

RE

Why does Easter matter to Christians?

- Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people)
- Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship
- Think, talk and ask questions about whether the text has something to say to us.

Geography

How do we get our Easter Eggs? What is Fairtrade? Where does cocoa come from?

Outcome: To know where cocoa is grown and compare the location with where we live

- use world maps, atlases and globes
- use simple compass directions
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country