

Street Detectives - Year 2 Spring 1

Engage: local walk with Mr Rider, a local historian.

Events: maps, pargeting tiles, shops past and now, baking bread, design, make and evaluate a building.

Express: museum of buildings made that would improve the local area.

We are... Scientists: Key Skills and Knowledge: Taught across Au2 and Sp1 Every Day Materials:

-I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

-I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Vocabulary: Wood, plastic, glass, metal, water, rock, brick, paper, card, rubber, fur, fleece, cotton, wool, polyester, cotton wool, Words to describe why certain materials are suitable for particular uses e.g. soft, hard, rough, smooth, stretchy, stiff, shiny, dull, flexible, waterproof, absorbent, opaque, transparent, translucent, Squash, bend, twist, stretch

We are... Athletes: Key Skills and Knowledge: Dance & Ball Skills

•**Physical:** travel, copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination, rolling, kicking, throwing, catching, bouncing, dribbling

•**Social:** respect, consideration, sharing ideas, decision making, co-operation, communication, leadership, supporting others

•**Emotional:** acceptance, confidence, honesty, perseverance, challenging myself

•**Thinking:** selecting and applying actions, counting, observing and providing feedback, creating, using tactics, exploring actions

Key Vocabulary:

•expression, pathway, direction, perform, dynamics, dance, distance, overarm, underarm, received, send, accurate, target

Overview: This way or that way? Where should we go? Up to the local shops or down to the playing fields? Let's learn about our local community, looking at houses old and new and finding out how our streets have changed since our mums and dads were young. Perhaps your granny or grandpa went to your school or maybe they worked in the baker's shop? Make maps and plans of the streets around us, planning our routes. What can you see? What can we find? Whereabouts do you live? Do you know your address? Find out how to write instructions, directions, adverts and learn rhymes all about our community from different times. When the Lord Mayor writes and asks us to help make our street a better place, it's time to get your thinking caps on and paintbrushes at the ready. Ready to roll, Street Detectives? Get your clipboards and cameras – it's time to start investigating.

We are... Authors and Readers:

Key Skills and Knowledge: I can read Grey Storybooks with fluency and comprehension. I know how to form capital letters of the correct size and orientation within sentences. I know how to sequence statements to write a comparison. I can use contractions in my writing (e.g. can't, didn't, hasn't).

Key Vocabulary: acrostic, persuasive / persuade, compare, consonant, 'near' homophones, contraction.

Storybooks: *Through my Window* Tony Bradman, *On The Way Home* Jill Murphy, *In Every House on Every Street* Jess Hitchman, *The Boy Who Loved Maps* Kari Allen, *Martha Maps it Out* Leigh Hodgkinson.

We are... Historians:

Key Skills and Knowledge:

- I can describe how places have changed in my local town.
- I can use historical artefacts to find out about the past and suggest what it is, where it's from, when and why it was made.

Key Vocabulary: Past, present, bakery, shop, hairdresser, café, memorial hall, school, library, Artefact, pictures

We are... Mathematicians: Key Skills and Knowledge:

Statistics

I can Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Part, whole understanding

I can recognise and use the inverse relationship between addition and subtraction.

Addition and subtraction

I can solve additions and subtractions.

Problem solving

I can solve problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures

Key Vocabulary: Chart, tally, diagram, table, pictogram, addition, subtraction, quantities,, measure, chart, interpret, predict.

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We are... A Community (PSHE): Key Skills and Knowledge:

- Describe and record strategies for getting on with others in the classroom.
- Explain, and be able to use, strategies for dealing with impulsive behaviour.
- Make suggestions for improving the school environment.
- Recognise we all have a responsibility to look after the school environment.
- Know how to ask for help.

Key Vocabulary: Responsibility, feelings, safe/unsafe, environment, unsafe, responsibility, erupt, help

We are... Coders (Computing): Key Skills and Knowledge:

Digital Literacy: Effective Searches

- To understand the terminology associated with searching.
- To gain a better understanding of searching on the Internet.
- To create a leaflet to help someone search for information on the Internet

Vocabulary: Domain, Digital Footprint, Internet, Network, Search Engine, Web Address, Webpage, world wide web, website.

Questions (continued Sp2)

- To learn about data handling tool that can give more information than pictograms.
- To use yes/no questions to separate information.
- To construct a binary tree to identify items.

Vocabulary: binary Tree, Data, Database, Field, Pictogram, Question, Record, Search, Sort

We are... Geographers: Key Skills and Knowledge:

- I can collect and organise simple data in charts and tables
- I can study aerial photographs to describe the features and characteristics of an area of land.
- I can describe ways to improve Sawbridgeworth.
- I can describe how and why people use human features.
- I can describe how a place has changed over time.

Key Vocabulary: human features, town, street, road, building, map

We are... Theologians (RE): Hinduism Key Skills and Knowledge:

- Explain why Holi is important within Hinduism - what it is and how it is celebrated.
- Identify a Mandir (Hindu place of worship), explain what happens there and why they are special.
- Identify what can be seen and experienced at a Hindu temple, focusing on Shri Swaminarayan Mandir (London).
- Define 'Dharma' (idea that includes the right behaviour, following the moral law and taking one's duties seriously – truth is eternal) and relate this to own life.
- Identify Chinese New Year symbols including fortune cookies and design their own paper lantern.

Key Vocabulary: Mandir, Holi, Temple, Truth, Dharma, Hindu, Hinduism, Chinese New Year, Lanterns, Fortune Cookies.

We are... Designers: Key Skills and Knowledge:

Designing: • I can think of ideas and explain them in different ways, including drawing and talking about them. • I can describe my design using pictures, words, models, diagrams, and begin to use ICT

• I can design products for myself and others following design criteria • I can use knowledge of existing buildings to produce ideas.

Making: • I can make suggestions as to what I need to do next. • I can join materials/components together in different ways • I can measure, mark out, cut and shape materials and Components, • I can describe which tools I'm using and why

Evaluating: I can evaluate how good existing buildings in Sawbridgeworth are, • I can talk about existing products considering: use, materials, how they work, audience, where they might be used; and express my personal opinion

Key Vocabulary: stronger, stiffer, structure, component, Plan, Prepare, Design, Material, Model, Development, Fix, Glue, Attach, Cardboard, Tape, Cut, Stick, tools

We are... Musicians: Key Skills and Knowledge: Continued Spring 2

Listen and Appraise: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. To know up to five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.

Games: to develop an understanding that rhythm is different to a steady pulse. we can create rhythms from words, food and animal etc. To know how to change pitch.

Singing: to learn about: comfortable singing positions/warmups, different pitches, and different types of sounds with their voices. Learn to start/stop singing when following a leader. To build confidence in performing up to 5 songs from memory and unison.

Key Vocabulary: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

We are... Artists: Key Skills and Knowledge:

Sculpture

• I can use a range of tools and techniques to change the surface and create texture on a malleable material.

• I can draw my design onto clay.

Drawing

• I can use different types of line and shape to develop a pargeting design.

Artists:

• I can describe similarities and differences between artwork on a common theme.

• I can study the work of different artists

• I can talk about the work of an artist and what I like and dislike, and why.

• I can explore different crafts and artists linking to their own work.

Key Vocabulary:

Manipulating, rolling, kneading, tools, malleable, shaping, natural, manmade, recycled, slip, form, care, texture, compare, similar, different, techniques, materials.