

Muck, Mess and Mixtures – Year 2 Spring 2

Engage: science day: dressing up as scientist and lots of experiments.

Events: bubble investigation, mixing with water investigation, marbling, ice, ooblek, what is stickier?

Express: Share experiments with parents, finish Lowry art work and recite a poem.

We are... Scientists: Key Skills and Knowledge: Uses of Everyday 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: Target Games & Net and Wall Skills

•Physical: throwing, rolling, striking, catching, racket skills, ready position, hitting a ball

•Social: communication, collaboration, kindness, support

•Emotional: honesty, perseverance, independence, manage emotions, problem solving, perseverance, honesty

•Thinking: select and apply, using tactics, decision making, provide feedback, decision making, reflection, comprehension, selecting and applying

Key Vocabulary: aim, target, under/overarm, accuracy, distance, tactics, continuously, opponent, court, defend, attack

Overview: Let's get messy. Muck and mess are good. In fact, they're marvellous. Dive in and get your hands and feet all sticky and covered in paint. Play with liquids, squish some dough and check out the slushiest and mushiest foods. Pour, mix, stir, splat. How does it feel to get your hands covered in goo? Make a wobbly jelly and draw with wobbly clay. Write recipes, instructions, riddles and poems – there are loads of scrummy words to describe messy mixtures. Work with paint and other squelchy stuff to create a new gallery space. What will you make? How will you arrange it? How will the gallery make you and your visitors feel? Don't worry about the mess – it'll always wash.

We are... Authors and Readers:

Key Skills and Knowledge: I can access the RWI Comprehension programme. I know the features of a character description. I know how to write an alternative ending. I can add suffixes to words (-ful, -less and -ly). I can add '-es' to nouns and verbs ending in 'y'. I know how to use some of the diagonal and horizontal strokes needed to join letters.

Key vocabulary: alternative, adjectives, character, description, suffix, apostrophe, noun, verb.

Storybooks: *The Magic Porridge Pot* Rosie Dickens, *The Day the Crayons Quit* Drew Daywalt, *The Dot* Peter H Reynolds, *The Pencil* Allan Ahlberg.

We are... Historians:

Key Skills and Knowledge:

Knowledge

• Significant individuals have made changes to the past.

Skill

• I can explain the actions of a significant individual and what happened as a result.

Key Vocabulary: Marie Curie, scientist

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

Geometry – shape

Identify and describe the properties of 2-D and 3D shapes including the number of sides, edges, vertices and faces including symmetry.

Order and arrange combinations of mathematical objects in patterns and sequences

Multiplication (including doubling and halving)

I can recall and use multiplication and division facts for the 2, 5 and 10

Calculate mathematical statements for multiplication and division and write them using the multiplication (×), division (÷) and equals (=) signs

I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Key Vocabulary: 2D, 3D shapes, sides, edges, vertices and faces, symmetry, patterns, multiply, divide, equals, pounds, pence

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

- Share strategies for getting on with others in the classroom.
- Explain, and be able to use, strategies for dealing with impulsive behaviour.
- Identify special people in the school and community who can help to keep them safe.
- Identify what they like and needs improving about the school environment
- Understand that people have choices about what they do with their money.

Key Vocabulary: Responsibility, feelings, safe, help, control, impulsive, taking turns, saving, erupt

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

- Explore such questions as what makes human so unique? How can we live together when we are all so different
- Christian Weddings: how people take part and what happens in a church
- Create a visual Easter timeline to include such events as: Palm Sunday and Holy Monday
- Identify such symbols as: Cross, Palm branches, hot-cross bun and explain their meaning.
- Re-tell the Easter story with a focus on the importance of celebrations, festivals and Christian customs.

Key Vocabulary: Easter, Cross, Disciples, Jesus, Church, Resurrection, Holy, Lent.

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

Colour

- I can mix primary colours to make secondary colours.
- I can name secondary colours.
- I can begin to understand the colour wheel and colour spectrums.

Print

- I can select the best materials and techniques to develop an idea.
- I can use marbling inks to create multi-coloured prints, observing what happens when colours mix on the water's surface.

Space

- I can draw objects in the correct space on paper.
- I can paint things that are small so they look far away.
- I can paint things in pale colours so they look far away.
- I can paint a background.

Artist:

- 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: compare, similar, different, techniques, materials, print, background, primary colours, secondary colours, colour wheel, colour spectrums.

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

- **Continued from Autumn 1. Playing:** Name and treat instruments carefully, Learn to play and perform with a steady pulse from memory an appropriate instrumental part base on style of a song. Listen to/follow a leader. Learn the names of the notes and untuned percussion instruments.
- **Improvisation:** To develop an understanding of what it is and how. To use the body, voice or instruments to improvise and that it is uniquely theirs.
- **Composition:** To know that it's like writing a story with music. Help create a simple melody using 4-5 notes and how to write them down and how to change/evolve the piece.
- **Performance:** To know that it is sharing music an audience, why and when we perform and who can be part of an audience.

Key Vocabulary: Keyboard, drums, bass, guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

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

Presenting

- To explore how a story can be presented in different ways.
- To make a quiz about a story or class topic.
- To make a fact file on non-fiction topic.
- To make a presentation to the class.

Vocabulary: E-book, Fact file, Fiction, mind-map, node, non-fiction, presentation, quiz

Questions:

- To use a binary tree database to answer questions.
- To use a database to answer more complex search questions.
- To use the Search tool to find information.

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