Frettenham Topic Overview Class 2

2017/18

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|  | Autumn  Extraordinary People | Spring  Light and Growth | Summer  Global Eye |
| Science | ***Find out about the basic needs of animals, including humans, for survival (water, food, air)***: exploring tales of survival  ***Describe the importance for humans of exercise, nutrition, eating the right amounts of different types of food, and hygiene***: creating posters  ***Identify that humans and some other animals have skeletons and muscles for support, protection and movement***: Learnng about different types of skeletons, naming bones, learning about different muscles and how they work. | ***Recognise that they need light in order to see things and that dark is the absence of light***: light investigations, identifying light sources  ***Notice that light is reflected from surfaces***: testing materials, designing reflective bags  ***Recognise that light from the sun can be dangerous and that there are ways to protect their eyes***: Investigating UV light, designing glasses/hats for protection  ***Recognise that shadows are formed when the light from a light source is blocked by a solid object, find patterns in the way that the size of shadows change***: Investigating shadows, making shadows puppets and theatre  ***Observe and describe how seeds and bulbs grow into mature plants***: growing our own plants  ***Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy***: plant growth investigation  ***Explore the requirements of plants for life and growth and how they vary from plant to plant***  ***Investigate the way in which water is transported within plants*** | ***Identify and describe the functions of different parts of flowering plants***  ***Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal***  ***Notice that animals, including humans, have offspring which grow into adults***: researching and presenting animal life cycles, comparing |
| History | ***About the lives of significant individuals in the past*, significant historical events, people and places in their own locality**: Henry Blogg and Grace Darling, trip to Cromer/lifeboat museum  ***About the Roman Empire and its impact on Britain***: Romans, roads, Boudica, trip to the Castle Museum |  | ***Ancient Greece – a study of Greek life and achievements and their influence on the western world:*** life as a Greek soldier, battles of Marathon and Troy, Greek architecture and pottery |
| Geography | ***Use basic geographical vocabulary to refer to key physical and human features (beach, cliff, coast, sea, ocean, city, town, village, port, harbour)***: trip to Cromer, Henry Blogg, lifeboat rescues  ***Name. locate and identify characteristics of the four countries and capital cities of the United Kingdom; name and locate counties and cities of the United Kingdom:*** learning about roads created by the Romans and joining towns and cities. | ***Use basic geographical vocabulary to refer to key physical and human features (fields and farms)***: local walk and trip to Norton’s Farm  ***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***: investigating habitats of hares and other animals in our local area | ***Locate the world’s countries, using maps to focus on Europe:*** looking at Greece and surrounding countries, Greece today  ***Use maps, atlases and globes to locate countries and describe features studied:*** Greece |
| Computing | ***Use technology purposefully to create, organise, store, manipulate and retrieve digital content***: create Grace Darling writing with range of font size, colour and styles to show expression; create healthy eating posters | ***Use technology purposefully to create, organise, store and manipulate;***  ***Use digital devices to design and create content that accomplish given goals including presenting;***  ***Use technology safely, respectfully and responsibly***: creating films of our puppet shows, camera angles, close ups, dramatic devices  ***Use search technologies effectively:*** researching hares and other animals | ***Understand what algorithms are; create and debug simple programs:*** crazy character algorithms  ***Use sequence, selection, and repetition in programs***: using bee-bots  ***Use search technologies effectively:*** researching hares and other animals  ***Select, use and combine a variety of software on a arnge of digital devices to design and create, presenting data***: creating and presenting films for Nebula Film festival |
| Design and Technology | ***To design purposeful, functional, appealing products for themselves and others; generate, develop, model and communicate their ideas through talking and drawing and information technology****:* designing products for Willy Wonka’s factory, creating posters and adverts; healthy eating posters  ***Build structures, explore and use mechanisms:*** make a Roman catapult. | ***To design purposeful, functional, appealing products for themselves and others; generate, develop, model and communicate their ideas through talking and drawing and information technology***: designing bags with reflective element for school children; designing and creating a plan for a hare sanctuary  ***Build structures, explore and use mechanisms***: making shadow puppets and theatre | ***Generate, develop, model and communicate their ideas through talking and drawing:*** design and make Greek pots  ***Select from and use a range of tools and equipment and a range of materials; build structures, exploring how they can be made stronger, stiffer and more stable:*** Designing and making Trojan horse |
| Art | ***To use drawing and painting to develop and share ideas, experiences and imagination***: creating self portraits  ***About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work***: studying artists’ self portraits  ***About great artists in history:*** creating work inspired by Arcimboldo and Picasso  ***To create sketchbooks to record observations and use them to review and revisit ideas***: sketching, using pencils, drawing our self portraits  ***To develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space:*** firework art | ***To use painting to develop and share their ideas, experiences and imagination***: painting in response to The Owl Who Was Afraid of the Dark  ***To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;***  ***To improve their mastery of art and design techniques, including painting***: colour mixing, colour families, exploring different mark making and using different tools  ***About great artists in history***: responding to Van Gogh’s *Starry Night*, painting our own Starry Night pictures  ***To improve their mastery of art and design techniques (sketching, oil pastels):*** Hare art | ***To improve their mastery of art and design techniques (sculpting with clay):*** Making clay pots.  ***About great artists in history***: responding to Claude Monet work in his garden at Giverny (linked to work on colours in French)  ***To use sculpture to develop ideas; about great artists, architects and designers in history***; learning about and making our own Greek pots |
| PE | ***To master basic movements and begin to apply these in a range of activities; participate in team game; take part in outdoor and adventurous activity challenges both individually and within a team***: OAA | ***To master basic movements and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending;***  ***Play competitive games; compare their performance with previous ones and demonstrate improvement***: Uni-hockey  ***Develop flexibility, strength, technique, control and balance***: Yoga stories | ***To master basic movements and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; Play competitive games; compare their performance with previous ones and demonstrate improvement:*** netball  ***Use running, jumping, throwing and catching in isolation and combination; Develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best:*** athletics  ***Play competitive games and apply basic principles***: tennis |
| Music | ***To use their voices expressively and creatively by singing songs and speaking chants and rhymes; To play and perform in ensemble contexts, using their voices:*** practising and performing harvest festival songs and for the Christmas performance | ***To use their voices expressively and creatively by singing songs and speaking chants and rhymes; To play and perform in ensemble contexts, using their voices***: practising and performing songs for the concert at the O2  ***To experiment with, create, select and combine sounds; listen with attention to detail***: looking at pitch and ostinato  ***To improvise and compose music for a range of purposes using the inter-related dimensions of music:*** composing using technology  ***To listen with concentration and understanding/attention to detail and recall sounds*** | ***To experiment with, create, select and combine sounds; listen with attention to detail***: exploring sounds  ***To use their voices expressively and creatively by singing songs and speaking chants and rhymes; To play and perform in ensemble contexts, using their voices***: creating songs and raps about the weather, Sing Up Festival  ***Listen with concentration and understanding to a range of music; improvise and compose music for a range of purposes***; develop an understanding of the history of music: listening and responding to traditional Chinese music |
| French | ***Listen attentively to spoken language and show understanding by joining in and responding; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; engage in conversations; ask and answer questions:*** greetings, introducing ourselves, asking how someone is and answering, numbers 1-12, asking and saying my age, Christmas in France, Christmas cards | ***Listen attentively to spoken language and show understanding by joining in and responding; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; engage in conversations; ask and answer questions; speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation; appreciate songs and rhymes in the language***: months of the year, numbers 13-31, when is your birthday?, days of the week, colours, drama | ***Listen attentively to spoken language and show understanding by joining in and responding; explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; engage in conversations; ask and answer questions; speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation; broaden their vocabulary and develop their ability to understand new words that are introduced:*** days of the week, colours, pets |