

DT-Food

Children will:

Design, make and evaluate their own Pizzas

Design Process Skills:

- Explore and evaluate existing products
- Evaluate design throughout, note changes and make improvements
- Use pictures and words to convey what they want to design/make.
- Develop more than one idea and annotate ideas with notes to help explanations.
- Select and name ingredients/tools needed and explain why they are using them
- Check finished product against design criteria

Food Skills:

- Develop a food vocabulary using taste, smell, texture and feel.
- Group familiar food products e.g. fruit and vegetables.
- Explain where food comes from.
- Cut, peel, grate, chop a range of ingredients
- Work safely and hygienically.
- Understand the need for a variety of foods in a diet.
- Measure and weigh food items, non-statutory measures e.g. spoons, cups.

Vocabulary: taste, smell, texture, colour, feel, cut, grate, peel, chop, hygiene, measurements

Linked Chefs: Gino D'Acampo, Jamie Oliver

PSHE - Health and Well Being

- Physical health and Mental wellbeing. Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.

Vocabulary: Sleep, rest, calm, routine, habits, physical health, mental health, healthy, growing, medicine, immunisations, vaccinations, allergies, teeth, brushing, oral hygiene, dentist, dental nurse, treatment, feelings, moods, help, change, loss, bereavement, death.

- Growing and changing. Growing older; naming body parts; moving class or year.

Vocabulary: Life cycles, human, growing, young, old, body parts, change, responsibilities, opportunities, preparing, goals, achievements, maturing, choices.

- Keeping safe. Safety in different environments; risk and safety at home; emergencies.

Vocabulary: Risks, situations, safety, emergency, safe, safety, unsafe, environments, potential hazards, danger, fire safety, medicines, household products, feelings, hurt, injured, emergency services, contact.

MTP's Year 2 Summer Term

Science

Plants

Pupils will learn to:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Skills/working scientifically:

Observe and record, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb.

Observe similar plants at different stages of growth.

Set up a comparative test to show that plants need light and water to stay healthy.

Vocabulary : plants, germinate, light, temperature, reproduce, lifecycle

Animals, including humans

Pupils will learn to:

- notice that animals have offspring which grow into adults
- understand the basic needs of animals for survival (water, food and air)

Skills/working scientifically:

Observe, through video or first-hand observation and measurement, how different animals grow.

Ask questions about what things animals need for survival and suggest ways to find answers to their questions.

Scientist Study: Mary Agnes Chase - Botanist/Suffragette

Art - Drawing/Painting

Children will:

Create observational drawings and painting with a seaside subject matter

Drawing Skills:

- To observe and draw shapes from observations
- To explore the work of the linked artist]
- Investigate textures by describing, naming, rubbing and copying
- Investigate tone
- Experiment with a variety of media (charcoal, crayons, felts, chalk, pastels etc.

Painting Skills:

- Use a variety of tools and techniques including different brush sizes, types and on different scales/paper.
- Mix and match colours to artefacts and objects.
- Experiment with tools and techniques e.g. layering, mixing media, scrapping through, creating texture in paint (add sand/plaster etc.)
- Name different types of paint and explore their properties.
- Identify and mix primary/secondary shades and tones.

Computing

Children will follow the Purple Mash scheme of creating pictures, making music and presenting data topics.

Skills:

- To select and use programs to create a piece of art.
- To add sounds to a tune they've already created to change it.
- To upload a sound from a bank of sounds into the Sounds section.
- To record their own sound and upload it into the Sounds section.
- To present information in different ways, using a range of programs.
- Online Safety - Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership (Educated for a Connected World - see progression within document) column 3

Vocabulary: Template, share, composition, digitally, sound effects, concept map (mind map), audience, animated, presentation.

History

Children will

- Pre-teach vocabulary
- Use an artefact led enquiry to learn about holidays in the past
- in which parts of the year key holidays take place
- to recall information from their past to answer questions about holidays
- to identify features associated with seaside holidays
- to sequence photographs into a time series of three time periods by identifying differences between present and past times
- to use time-related vocabulary
- to find out about holidays in the past from photos
- to distinguish between holidays in the recent and more distant past
- to sort information into categories that distinguish the present from the past
- to recognise that some things change and others stay the same
- to find out about seaside holidays in the past by asking questions of an adult visitor
- ask and answer questions about the past through observing and handling sources such as objects, pictures, buildings and written sources
- to select important information about seaside holidays in the past
- to record what they have learned by drawing and writing

Skills:

Chronology

Identify some similarities and differences between ways of life at different times

Enquiry, Interpretation and Using Sources

Ask and answer questions about the past through observing, handling, and using a range of sources such as objects, pictures, stories, plays, songs, films, clips, buildings, museum displays and people talking about their past

Consider why things may change over time

Events, People and Change

Events beyond living memory which are significant nationally or globally

Vocabulary: museum, Britain, British, compare, similar, different, change, changes, century, artefact

MTP's Year 2 Summer Term

Music

Children will:

- Learn how music can recreate a place - Pirates
- Listen with concentration and understanding to a range of high quality live and recorded music
- Synchronise music
- Create rhythm musically
- Learn that music can sound like animals
- Use music to tell a story. Creating actions to music.
- Play tuned percussive instruments by reading notation
- Use their voices expressively by learning and performing a number of chants/songs
- Use their voices expressively and creatively
- Conduct an ensemble themselves
- Listen to and describe the timbre of particular sounds
- Learn some of the names of instruments in an orchestra

Skills: performing with accuracy, reading notation, using voices expressively, understanding chants, using voices creatively, conduction, listening, naming and organising.

Vocabulary: glockenspiel, synchronisation, actions, notation, singing, chanting, expression, creative, ensemble, timbre, orchestra, viola, cello, double-bass, wind, percussion, strings, section.

Geography

Children will study a seaside location in the NW of England and compare the similarities/differences to the coastal Australian city - Sydney example studied previously.

- to use maps (including picture maps) at different scales and atlases/globes
- locate land and sea on a map
- to conduct a survey
- to use a variety of resources to find out information
- to investigate a place through simple fieldwork techniques such as observation and identification of human and physical features - record by photo, writing, drawing and description
- use simple compass directions and locational /directional language to describe the location of features and routes on a map
- about the effects of weather on people and their surroundings
- to use aerial photographs to recognise landmarks and basic human features
- to compare their own locality with a different locality
- to identify features of the seaside in the past
- to make comparisons with the seaside today
- to use secondary sources to find out information e.g. simple searches using specific geographic software, use a postcode to find a place on a digital map
- to develop awareness of the wider world - use maps to describe a route travelled e.g. motorway
- about the nature of places
- about the effects of weather on people and their surroundings

Skills:

Mapping - Use vocabulary such as bigger/smaller, near/far

-Locate land and sea on maps

Fieldwork - Use aerial photos to recognise landmarks and basic human and physical features

Enquiry and Investigation - Recognise differences between their own and others' lives

Use of ICT/Technology - Use a postcode to find a place on a digital map

-Add simple labels to a digital map

-Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.

Vocabulary: Sydney, Australia, Australasia, city, harbour, sea, ocean, river, house, shop, bridge, road, hill, Opera House, tourist, tourism.