

What is the difference between surviving and living? YEAR 2 Spring 2023

<p>KEY QUESTIONS:</p> <p>I can talk about the 4 concepts: care, community, compassion, adversity</p> <p>I can name the features of a shelter and why I need it to survive</p> <p>I know where Stafford is and what the houses look like in my community.</p> <p>I can explain the layout of my community in Stafford</p> <p>Why do people become homeless? What adversities do they face?</p> <p>I can explain why different materials are used depending on climate</p> <p>I know why materials are used in different environments</p> <p>I can talk about how people have faced adversity and become homeless after a natural disaster</p> <p>How can I care and show compassion for people in my community who are homeless?</p> <p>I know what a refugee is</p> <p>I know that House of Bread, in Stafford can help people who are homeless.</p>	<p>HISTORY:</p> <p>Houses built in Stafford are Tudor period. How long ago was this? Are all the houses built around our school the same age? How do you know if a house is old?</p> <p><i>VOCAB: today, long ago, the past, old, date, then and now, Britain, before, after, later, photograph, picture, Tudor</i></p>	<p>History Targets - A Year 2 Historian</p> <ul style="list-style-type: none"> I can use words and phrases like: before, after, past, present, then and now. I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. I can give examples of things that were different when my grandparents were children. I can find out things about the past by talking to an older person. I can answer questions using books and the internet. I can research the life of a famous person from the past using different sources of evidence. <p>Geography Targets - A Year 2 Geographer</p> <ul style="list-style-type: none"> I can say what I like and do not like about the place I live in. I can say what I like and do not like about a different place. I can describe a place outside Europe using geographical words. I can describe some of the features of an island. I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. I can explain how jobs may be different in other locations. I can explain how an area has been spoilt or improved and give my reasons. I can explain the facilities that a village, town and city may need and give reasons. I can name the continents of the world and locate them on a map. I can name the world oceans and locate them on a map. I can name the capital cities of England, Wales, Scotland and Ireland. I can find where I live on a map of the United Kingdom. <p>ESSENTIAL KNOWLEDGE</p> <ul style="list-style-type: none"> Recognise and explain what a shelter is and what it means to be homeless Identify differences between houses Compare pictures about different houses in Stafford Discuss reliability of pictures/ accounts/stories. (Perception and judgement)
<p>DESIGN TECHNOLOGY:</p> <p>Food</p> <p>Preparing fruit and vegetables</p> <p><i>Vocab: fruit, vegetables, cut, slice, peel, grate, chop, knife, peeler, oven, saucepan, heat, boil, health & safety</i></p>	<p>GEOGRAPHY:</p> <p>Where is Stafford located?</p> <p>Locate the town in Staffordshire, in England and label the surrounding countries and seas.</p> <p>Create a simple map using simple symbols.</p> <p>Look at aerial photographs of Stafford.</p> <p>What do the houses look like in Stafford?</p> <p>Look at houses all over the world in different climates. Why is a house built of mud/bricks/snow/wood? Why are houses built on stilts?</p> <p>Where in the world has a natural disaster caused homelessness?</p>	

	<p><i>Vocab: world, river, sea, United Kingdom, England, Scotland, Ireland, Wales, atlas, countries, coast, forest, hill, town, physical features, human features, village, mountain, house, bridge, capital city, aerial photographs, map, symbols</i></p>		<ul style="list-style-type: none"> • Ask perceptive questions to form a line of enquiry. • Name a variety of houses e.g. detached • Can talk about people who help homeless people e.g. House of Bread/Barnardo's charity
<p>Art:</p> <p>Rubbings/patterns of the school</p> <p><i>Vocab: rubbing, texture, pencil, line, materials, texture, imagination, line, shape, colour</i></p>	<p>Maths:</p> <p>Moving in different directions on a map using compass directions</p> <p>Measure ingredients to bake bread for House of Bread in Stafford</p>	<p>ENGLISH:</p> <p>- Elvis: A tale of kindness and hope story-persuasive letter</p> <p>-Narrative linked to refugees</p> <p>- Hansel & Gretel traditional story</p> <p>- Baking bread instructions</p> <p>-‘Mr Stink’ by David Walliams-character description</p> <p>-‘Mr Stink’ by David Walliams-acrostic poem</p>	<p>Links to previous topics and skills</p> <ul style="list-style-type: none"> • Science-link to Y1 animals knowledge • Geography-can children recall countries that make up United Kingdom and their seas?
<p>ADDITIONAL LINKS</p> <p>Global Learning: looking at natural disasters across the world and how people are made homeless after a disaster</p> <p>ICT/Computing: Research about Thomas Barnardo</p> <p>Music: Taught stand alone</p> <p>PE: taught stand alone</p>	<p>Science:</p> <p>Humans: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Humans, have offspring which grow into adults. Find out about and 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.</p>	<p>VISITS:</p> <p>-walking around the streets by our school to look at houses</p> <p>-walking around our school to notice the history</p> <p>WOW starter:</p> <p>-rotation of home activities e.g. build a house from lego, building shelters in conservation area</p>	