

Topic Name: Healthy Humans

Class and Year Groups: Yellow Class Year 2/3

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <p><u>Geography</u></p> <ul style="list-style-type: none"> To use maps to plan a route and identify features in our local area Use fieldwork techniques to collect and record findings Develop an awareness of land use in the village <p><u>History</u></p> <ul style="list-style-type: none"> Understand the importance of significant events in the local area <p><u>Art</u></p> <ul style="list-style-type: none"> To create exploded sandwich designs To make their own sandwich design Use different mediums to create a picture Review what they and others have done and say what they think and feel about it <p><u>Science</u></p> <ul style="list-style-type: none"> Understand the importance of exercise and healthy eating Identify the different parts of the human body Identify the different types of teeth and explain how to keep our teeth clean 	<p>KEY FOCUS AREAS:</p> <p>The local area and how it has changed over time</p> <p>Using fieldwork techniques to explore the local area and identify human and physical features.</p> <p>Learn about significant events in the past- the battle of Worcester</p> <p>Staying fit and healthy Human and animal teeth</p> <p>Design and create a sandwich</p>	<p>SYNOPSIS:</p> <table border="1"> <tr> <td>Week 1</td> <td>Introduction to Topic Local area</td> </tr> <tr> <td>Week 2</td> <td>Use fieldwork techniques to collect and record evidence</td> </tr> <tr> <td>Week 3</td> <td>To develop awareness and understanding of land use in the village.</td> </tr> <tr> <td>Week 4</td> <td>Understand how our village is changing</td> </tr> <tr> <td>Week 5</td> <td>Understand important historic events in our locality.</td> </tr> <tr> <td>Week 6</td> <td>What have we learnt?</td> </tr> </table>	Week 1	Introduction to Topic Local area	Week 2	Use fieldwork techniques to collect and record evidence	Week 3	To develop awareness and understanding of land use in the village.	Week 4	Understand how our village is changing	Week 5	Understand important historic events in our locality.	Week 6	What have we learnt?
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<p style="text-align: center;">TOPIC FOCUS and CONTENT: E.g. HISTORY, GEOGRAPHY and SCIENCE</p>		<p>KEY QUESTIONS (linking to topic factsheet):</p>												
<p><u>Geography</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use basic geographical vocabulary to refer to key human and physical features <p>Year 3</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Describe and understand key aspects of human and physical geography <p><u>History</u> Year 2</p> <p>Learn about our local area and significant events.</p> <p><u>Science</u></p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify the different types of teeth and how to keep them clean and healthy 		<p>1. What human and physical features are there in your local area?</p> <p>2. What historic event happened in Worcester on September 3rd 1651?</p> <p>3. How can we keep our bodies and teeth healthy?</p> <p>4. What are the different food groups?</p> <p>5. How many teeth does a child have?</p> <p>6. How many teeth does an adult have?</p> <p style="text-align: center;">Opportunities for Extension</p> <ul style="list-style-type: none"> Use of blooms taxonomy and higher level questioning to extend the higher ability. Science-Being able to categorise teeth according to their functions and to compare to animal teeth Discuss the uses of different muscles in the human body 												

<p>MATHS: Yr2 Number:</p> <ul style="list-style-type: none"> find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Solve one and two step problems <p>Time:</p> <ul style="list-style-type: none"> compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day <p>Geometry:</p> <ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, compare and sort common 2-D and 3-D shapes and everyday objects <p>Position and direction:</p> <ul style="list-style-type: none"> use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) <p>Statistics:</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask-and-answer questions about totalling and comparing categorical data 	<p>ENGLISH: The Disgusting Sandwich-by Gareth Edwards Instruction writing-how to make a sandwich. Use bossy verbs.</p> <p>READING KEY TEXT(S): I will never, not ever eat a tomato-Lauren Child Avocado baby-John Burningham The fastest boy in the world-Elizabeth Laird</p>	<p>SMSC/PSHE/BRITISH VALUES: British Values: mutual respect for and tolerance of those with different faiths and beliefs and for those without faith-Learning about the African way of life and how it is similar and different to ours</p> <p>Preparing to play an active role as citizens To realise that people and other things have needs and that they have responsibilities to meet them.</p>
	<p>MATHS: Yr3 Geometry:</p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines <p>Statistics:</p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables <ul style="list-style-type: none"> solve one-step and two-step questions using information presented in scaled bar charts and pictograms and table. 	<p>PHYSICAL EDUCATION: Athletics Dance</p> <p>COMPUTING:</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully
		<p>ENRICHMENT and VERTICAL DRIVERS: <u>Enrichment</u> Local area walk <u>Vertical Drivers</u> <u>Christian values</u></p>

ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

Geography Targets – As a Geographer	Geography Targets – As a Geographer	Art and Design Targets: As an Artist
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<p>Year 2</p> <ul style="list-style-type: none"> I can ask simple geographical questions: where is it? What is it like? I can use NF books, stories, maps, pictures/photos and internet as sources of information I can investigate my surroundings I can make appropriate observations about why things happen I can make simple comparisons between features of different places I can find a route on a map, use a plan view and use an infant atlas to locate places I can spatially match places (e.g recognise UK on a small scale and large scale map) I can follow directions (N, E, S, W) I can use a plan view and look down on objects to make a plan view map. I can use teacher drawn base maps I can use basic geographical vocabulary to refer to key human and physical features I can follow directions 	<p>Year 3</p> <ul style="list-style-type: none"> I can begin to ask/initiate geographical questions I can use NF books, stories, maps, pictures/photos and internet as sources of information I can investigate places and themes at more than one scale I can locate places on a large scale map (e.g find UK or India on a globe) I can use 4 compass points well I can begin to use all 8 compass points I can use letter/no of coordinates to locate features on a map confidently I can create a map of a short route experienced, with features in correct order I can understand why a key is needed I can use junior atlases I can identify features on aerial/oblique photographs I can describe and understand key aspects of physical geography including rivers 	<ul style="list-style-type: none"> I can record and explore ideas from first hand observation, experience and imagination. I can develop my ideas. I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. I can experiment with the visual elements; line, shape, pattern and colour. I can use ICT-creating a picture using dazzle <p>History Targets: As a Historian</p> <p>Year 2</p> <ul style="list-style-type: none"> Sequence photographs/artefacts from different periods of life Recognise why people did things and why events happened. Identify differences between ways of live at different times Compare pictures or photographs of people or events in the past. Use a source-observe or handle sources to answer questions about the past on the basis of simple observations. Communicate their knowledge through: discussion, drawing, pictures, drama/role play, writing and using ICT
<p>Design Technology Targets: As a Designer</p> <p>Year 2</p> <ul style="list-style-type: none"> I can Generate ideas by drawing on my own and other people's experiences I can develop my design ideas through discussion, observation , drawing and modelling I can identify a purpose for what I intend to design and make I can identify simple design criteria I can make simple drawings and label parts I can begin to select tools and materials; use vocab' to name and describe them I can use hand tools safely and appropriately I can evaluate against the design criteria I can evaluate my products as they are developed, identifying strengths and possible changes they might make I can talk about my ideas, saying what I like and dislike about them 	<p>Design Technology Targets: As a Designer</p> <p>Year 3</p> <ul style="list-style-type: none"> I can identify a purpose and establish criteria for a successful product. I can plan the order of my work before starting I can explore, develop and communicate design proposals by modelling ideas I can make drawings with labels when designing I can select tools and techniques for making my product I can use hand tools safely and appropriately I can evaluate against the design criteria I can evaluate my products as they are developed, identifying strengths and possible changes I might make I can talk about their ideas, saying what I like and dislike about them 	<p>Year 3</p> <ul style="list-style-type: none"> Place the time studied on a timeline Use dates and times related to the study unit and passing of time Sequence several events Compare with our life today Find out about every lives of people in time studied Use a range of sources to find out about a period Select and retrieve information relevant to the study Communicate their knowledge through: discussion, drawing, pictures, drama/role play, writing and using ICT
<p>PE</p> <p>Year 2: Athletics</p> <ul style="list-style-type: none"> run at fast , medium and show speeds (show change of pace), changing speed and direction with precision link running and jumping activities with fluency, control and consistency throw a variety of objects - choosing appropriate action for accuracy and distance <p>Dance</p> <ul style="list-style-type: none"> perform body actions with control and coordination 		<p>PE</p> <p>Year 3: Athletics</p> <ul style="list-style-type: none"> understand and demonstrate the difference between sprinting and running for sustained periods be able to run for a sustained period of time know and demonstrate a range of throwing techniques throw with some accuracy and power into a target area perform a range of jumps, showing consistent technique (sometimes using a short run-up) <p>Dance</p> <ul style="list-style-type: none"> improvise freely, translating ideas from a stimulus into movement

- choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions
- remember and repeat dance phrases
- perform short dances, showing an understanding of expressive qualities describe the mood, feelings and expressive qualities of dance

- create dance phrases that communicate ideas
- share and create dance phrases with a partner and in a small group
- repeat, remember and perform these phrases in a dance
- use dynamic, rhythmic and expressive qualities clearly and with control