

Topic Name: Healthy Humans

Class and Year Groups: Yellow Class Year 2/3

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| <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"> Identify that animals including humans need the right types and amounts 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 | <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>Science Week</td> </tr> <tr> <td>Week 2</td> <td>Local area</td> </tr> <tr> <td>Week 3</td> <td>Use fieldwork techniques to collect and record evidence</td> </tr> <tr> <td>Week 4</td> <td>To develop awareness and understanding of land use in the village.</td> </tr> <tr> <td>Week 5</td> <td>Understand how our village is changing</td> </tr> <tr> <td>Week 6</td> <td>Understand important historic events in our locality.</td> </tr> </table> | Week 1 | Science Week | Week 2 | Local area | Week 3 | Use fieldwork techniques to collect and record evidence | Week 4 | To develop awareness and understanding of land use in the village. | Week 5 | Understand how our village is changing | Week 6 | Understand important historic events in our locality. |
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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 | | | | | | | | | | | | |

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| <p>MATHS:</p> <p>Measurement:</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and = <p>Fractions:</p> <ul style="list-style-type: none"> I can identify parts of a fraction and a whole I can recognise and find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{3}{4}$ I can recognise the equivalent of half and $\frac{2}{4}$ <p>Time:</p> <ul style="list-style-type: none"> I can tell the time- o clock, quarter past, quarter to and half past I can tell the time to the closest 5 minutes I can tell how many minutes are in an hour I can say how many hours are in a day | <p>ENGLISH:</p> <p>The Disgusting Sandwich-by Gareth Edwards Instruction writing-how to make a sandwich. Innovation of their own story Advert writing</p> <p>READING KEY TEXT(S):</p> <p>I will never, not ever eat a tomato-Lauren Child Avocado baby-John Burningham</p> <p>Class author: Jeff Brown Class Reader: Flat Stanley</p> | <p>SMSC/PSHE/BRITISH VALUES:</p> <p>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>COMPUTING: Creating pictures (internet technology)</p> <ul style="list-style-type: none"> To learn the functions of the 2Paint a Picture tool. To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). To recreate Pointillist art and look at the work of pointillist artists such as Seurat. To learn about the work of Piet Mondrian and recreate the style using the lines template. To learn about the work of William Morris and recreate the style using the patterns template. To explore surrealism and eCollage | <p>PHYSICAL EDUCATION:</p> <p>Athletics</p> <p>Year 2</p> <ul style="list-style-type: none"> I can jump and land with control. I can use overarm throw to help me throw for distance I can work with others, taking turns and sharing ideas I show balance and co-ordination when running at different speeds <p>Year 3</p> <ul style="list-style-type: none"> I am developing jumping for distance I can take part in a relay activity, remembering when to run and what to do I can throw a variety of objects, changing my action for accuracy and distance I can use different take off and landings when jumping I can use key points to help me improve my sprinting technique <p>Target Games</p> <ul style="list-style-type: none"> I can select the appropriate skill for the situation I can throw, roll, kick or strike a ball to a target with some success I understand the principles of a target game and can use different scoring systems when playing games I understand what good technique looks like and can use key words in the feedback I provide <p>ENRICHMENT and VERTICAL DRIVERS:</p> <p><u>Enrichment</u> Local area walk <u>Vertical Drivers</u> Christian values</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 <p>Artists: Monet and Camille Pissarro</p> <hr/> <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 |