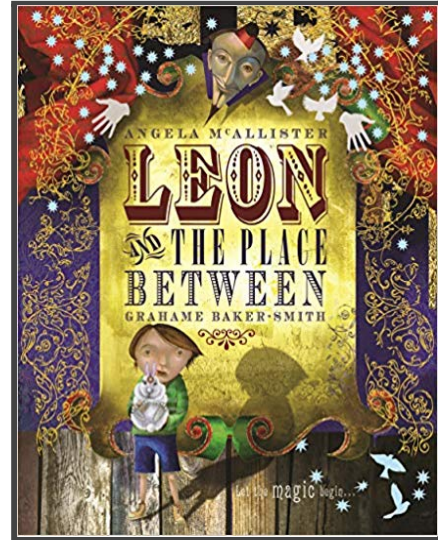


# Year 2 Spring 1

## *This is the Greatest Show*



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Spring 1	This is the Greatest Show	Leon and the Place Between	History	To learn about the importance of eating well, being physically active and getting enough sleep.

### History and Geography objectives coverage

#### History

Key Question	Ancillary Questions and content focus	History Objectives	Learning outcome, taken from skills progression document
How have circuses changed over time?	<ol style="list-style-type: none"> <li>1. What is a circus? Have circuses always been like this?</li> <li>2. How have circuses changed through history?</li> <li>3. How are circuses different now?</li> <li>4. What makes a circus? What would you expect to see at a circus?</li> <li>5. Why did circuses used to be more popular?</li> </ol>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<ol style="list-style-type: none"> <li>1. To <b>describe</b> what circuses used to be like.</li> <li>2. To <b>sequence</b> circuses through time.</li> <li>3. To <b>compare</b> and <b>contrast</b> circuses in the past and present.</li> <li>4. To <b>recall</b> the key features of a circus.</li> <li>5. To <b>reason/speculate</b> why circuses used to be more popular.</li> </ol>

#### English coverage

<u>Text types</u>	<u>Key skills</u>
Fiction - setting description -	To be able to apply similes and expanded noun phrases to describe a setting.

linked to portal stories (2 weeks)	To be able to use prepositions to add description. To be able to use adverbs for description. To be able to use a range of conjunctions to vary sentences.
Non - Fiction - Non-chronological report (4 weeks)	To be able to use a range of conjunctions to vary sentences. To be able to use past and present tense correctly. To use a range of different sentence types. To use a variety of different sentence openers. To use generalisers for information.

### Science coverage

<u>Topic</u>	<u>Key Question</u>	<u>Ancillary Questions</u>	<u>Objectives</u>
Working Scientifically			<ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- identifying and classifying</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions</li> </ul>
Living things and their habitats	What is a habitat?	<p>How do we know that plants are living things?</p> <p>What are different habitats like?</p> <p>Do habitats change during a year?</p> <p>Why would an animal live in that habitat?</p> <p>Which caterpillar will survive?</p> <p>Where is the most popular place for animals to live?</p> <p>What are animals eating?</p>	<ul style="list-style-type: none"> <li>- identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> <li>- explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>

### PSHE coverage

<u>Topic</u>	<u>Objectives</u>
<u>Physical health and wellbeing</u>	<ul style="list-style-type: none"> <li>- To learn about eating well</li> <li>- To learn about the importance of physical activity, sleep and rest</li> <li>- To learn about people who help us to stay healthy and about basic hygiene routines</li> <li>- Assessment lesson</li> </ul>

### Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art and / or DT	To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	(Taught through computing) Slinkachu - photography (digital media)
RE	We are learning to understand how celebrating Passover helps Jews show God they value their special relationship with him.	<ol style="list-style-type: none"> <li>1. What is respect? To who and when do you show respect?</li> <li>2. How important is it for Jewish people to do what God asks them to do?</li> <li>3. What is the symbolism behind the seder plate and their passover meal?</li> <li>4. What ways do Jews celebrate Passover?</li> <li>5. How important is it for them to do as God asks?</li> <li>6. What food do Jewish people eat and why is food important to them?</li> </ol>
Computing	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of information technology beyond school.</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	Slinkachu (cross curricular with art) We are photographers. Children will create photos in the style of slinkachu looking at different backgrounds.
PE	<p><i>Functional Movement: Prog 4-5.</i></p> <p>To develop leaping to achieve different heights and distances.</p> <p>To develop strength when using a push or pull force with a partner.</p> <p><i>Movement Concepts: Prog 3</i></p> <p>To work in pairs to create symmetry and asymmetry in cross- lateral movement.</p> <p><i>Manipulative Skills: Prog 3</i></p> <p>To transfer weight during throwing action to create more power. To vary throwing technique - overarm, underarm, bounce, chest push.</p>	<p>To develop leaping to achieve different heights and distances.</p> <p>To develop strength when using a push or pull force with a partner.</p> <p>To work in pairs to create symmetry and asymmetry in cross-lateral movement.</p> <p>To transfer weight during throwing action to create more power. To vary throwing technique - overarm, underarm, bounce, chest push.</p>
Music	To listen and understand playing instruments	Exploring music from the circus.

