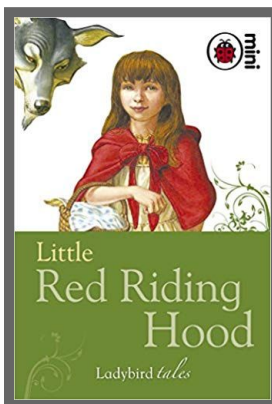


What Big Eyes You've Got!



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Summer 2	What Big Eyes You've Got	Little Red Riding Hood	Science	What do we put into and on to our bodies?

History and Geography objectives coverage

Geography Objectives	Learning Opportunities	History Objectives	Learning Opportunities
n/a	n/a	n/a	n/a

English coverage

<u>Text types</u>	<u>Key skills</u>
Warning story - Characterisation of Mr Wolf (1)	<ul style="list-style-type: none"> • <i>Revise:</i> Plural and singular. • <i>Revise:</i> Capital letters full stops word spaces • <i>Revise:</i> Adjectives • New Suffixes • New subordination and conjunction
Persuasion - Mr Wolf's Story (1)	<ul style="list-style-type: none"> • <i>Revise:</i> Plural and singular. • <i>Revise:</i> Capital letters full stops word spaces • <i>Revise:</i> Suffixes • <i>Revise:</i> subordination and conjunction

Science coverage

<u>Topic</u>	<u>Objectives</u>
Working Scientifically	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions
Animals Including Humans	<ul style="list-style-type: none"> - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Seasonal Changes (ongoing)	<ul style="list-style-type: none"> - observe changes across the 4 seasons

	- observe and describe weather associated with the seasons and how day length varies
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Key Question	Ancillary Questions and content focus	Science Objectives	Learning Goals, taken from skills progression document
Can you make sense of this?	<ol style="list-style-type: none"> 1. What do you know about the different parts of the human body? 2. What do you know about the different senses we have? 3. How do you know what each sense does? 4. Which part of the body is associated with each sense? 	To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	<ol style="list-style-type: none"> 1. To recall, identify and name basic parts of the human body. To recognise that one of the senses is sight and that enables them to make sense of the world around them. 2. To recognise that one of the senses is hearing and that enables them to make sense of the world around them. 3. To recognise that two of the senses are smell and taste and that they enable them to make sense of the world around them. 4. To recognise that one of the senses is touch and that enables them to make sense of the world around them. 5. To describe which part of the body you use for each sense.

Key Question	Ancillary Questions and content focus	Science Objectives	Learning Goals, taken from skills progression document
What types of weather are associated with Summer?	<ol style="list-style-type: none"> 1. What is the temperature in Summer? 2. How much rain falls in a week? 3. How bright is the sun in different seasons? 4. How much daylight is there in different seasons? 5. What happens to nature in the Summer? 6. How does the weather change over the four seasons? 	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<ol style="list-style-type: none"> 1. To observe the temperature each day 2. To observe the weekly rainfall. 3. To observe and describe how the sun changes in Summer. 4. To observe, describe and compare how much daylight there is in the different seasons. 5. To describe what happens to nature in Summer. 6. To compare and contrast the weather in the four seasons.

Other subject coverage

RE objectives coverage

Key Question	Ancillary Questions and content focus	RE Objectives	Learning Goals, taken from skills progression document
<p>Theme: Rosh Hashanah and Yom Kippur Religion: Judaism</p> <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>	<ol style="list-style-type: none"> 1. Have you ever needed to say sorry for something you did? Has anyone ever needed to say sorry to you? What does forgiveness mean? 2. What do you want to achieve in Year 2? 3. What do the apple slices dipped in honey represent to Jewish people? 4. What might you still need to ask forgiveness for? 	To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.	<ol style="list-style-type: none"> 1. To recognise times they have needed to say sorry. To identify times when someone has needed to say sorry to them. 2. To identify goals for year 2. 3. To recognise the symbolism of apple slices dipped in honey to Jewish people. 4. To recognise things that they may need to ask for forgiveness still. 5. To describe what Jewish

	<p>5. What do Jewish people do in the 10 days between Rosh Hashanah and Yom Kippur?</p> <p>6. What do Jewish people think while in the synagogue at Rosh Hashanah.</p> <p>7. What steps do you need to take to achieve the goal you drew on the flag?</p> <p>8. What might be important to Jewish children at Rosh Hashanah and Yom Kippur?</p>		<p>people do during their time of reflection.</p> <p>6. To identify thoughts Jewish people might have while reflecting.</p> <p>7. To identify steps they need to take to reach their goal.</p> <p>8. To identify what is important to Jewish children at Rosh Hashanah and Yom Kippur.</p>
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PSHE coverage

Key Question	Ancillary Questions and content focus	PSHE Objectives	Learning Goals, taken from skills progression document
<p>Drug, alcohol and tobacco education</p> <p>What do we put into and on to our bodies?</p>	<p>1. What different things do people put into their bodies? Does this make them feel bad or good?</p> <p>2. What substances are safe or harmful to put into your body?</p> <p>3. Who and how could you ask for help if you are unsure whether something should go into the body?</p> <p>4. Which substances can be absorbed through the skin?</p> <p>5. What basic safety rules for things that go on to the body, do you know?</p>	<p>To identify what can go on and in to bodies and recognise how it can make people feel</p>	<p>1. To recognise that different things that go into bodies can make people feel good or not so good</p> <p>2. To identify whether a substance might be harmful to take in</p> <p>3. To identify ways to ask for help if they are unsure whether something should go into the body</p> <p>4. To recognise that substances can be absorbed through the skin</p> <p>5. To recognise that different things that people put on to bodies can make them feel good or not so good</p> <p>6. To identify some basic safety rules for things that go on to the body</p>

Art/DT objectives coverage

Key Question	Ancillary Questions and content focus	Art Objectives	Learning Goals, taken from skills progression document
<p>How can you create bunting which uses our senses?</p>	<p>1. What is bunting? Why do we have bunting? Where have you seen bunting? What makes good bunting?</p> <p>2. Which materials are suitable for our sensory bunting? What senses do you want people to use when viewing bunting?</p> <p>3. How can we ensure all our triangles are the same size on our bunting? What different ways could we attach decorations to our bunting?</p> <p>4. What different stitches do you know? Which would work best for our bunting.</p>	<p>To be able to change and modify threads and fabrics by knotting, fraying, fringing, pulling threads and twisting.</p> <p>To be able to, with support, sew with wool, using a simple running stitch.</p> <p>To be aware of the different quality, texture and feel of different materials.</p> <p>To be able to apply shapes and decoration (beads, buttons, sequins, feathers) to fabrics using glue</p> <p>To be able to use a range of materials creatively to design and make products. (S)</p> <p>To be able to cut and shape fabric using scissors. (K S)</p>	<p>1. To explore bunting made from various materials and identify what makes the bunting attractive, strong, appealing and fit for the purpose.</p> <p>2. To identify and select materials which are suitable for the purpose (sensory bunting). To identify the senses they want people to use and select appropriate materials and resources.</p> <p>3. To recognise the need for a template to ensure consistency in the size of the bunting. To identify different methods of attaching materials.</p> <p>4. To recognise and use different stitches as appropriate.</p>

		<p>To be able to sew using a running stitch with a thick thread and needle. (K S)</p> <p>To be able to construct using natural/manmade materials. (U S)</p>	
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