

# Our Wonderful World

## Year 2 Term 6

### The BIG Questions...

Why are the icebergs melting?  
 Where did all the litter in the sea come from, and does it really matter?  
 Why do I need to recycle?  
 How do animals become endangered and extinct?

### Suggested artists...



### Jane Perkins

Jane creates art from 'found' objects such as toys, shells, buttons, beads and jewellery. She is inspired by Impressionist art and famous portraits. She loves to recreate famous paintings.

### The final showdown!

A memorable activity to build towards.

- Celebration of a new school recycling scheme we have created.
- Gallery of pictures created from 'found' objects.

### Lead story and others...

The Lost Wolf - Mini Grey  
 Tidy - Emily Gravitt  
 This Moose Belongs to Me - Oliver Jeffers  
 Where the Forest Meets the Sea - Jeannie Baker  
 'There's an orangutan in my bedroom' (animation - Literacy Shed)

### Opportunities for visits, visitors and outdoor learning...

- Wildwood, Herne Bay
- Tyland Barn, Maidstone (nature reserve)
- Hemsley Conservation Centre, Crabtree Close, Fairseat, Kent TN15 7JL
- Mrs Archer - money workshop (PSHE)

### Key Skills and Knowledge

### Possible activities

#### History

As historians we will...

- Recognise why people did things, why events happened and what happened as a result
- Sequence photographs etc
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/ accounts/ stories

During discussion and work about climate change chn will be covering these objectives.

Charles Darwin  
 David Attenborough  
 Jane Goodall  
 Greta Thunberg  
 Leonardo DiCaprio

What part have these people played in conservation around the world?



#### Geography

As geographers we will...

- Learn there are seven continents and five oceans.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of

Hot and cold areas - climate change

Compare UK climate and species with....

	<p>the United Kingdom, and of a small area in a contrasting non-European country</p> <ul style="list-style-type: none"> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Learn the names of UK countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>	<ul style="list-style-type: none"> <li>Arctic</li> <li>Amazon rainforest</li> </ul> <p>What is the same and different (physical and human geography, the climate, the species). What is happening to the environment/wildlife in these areas? What is being done to help? What can we do?</p>
Science	<p>As scientists we will...</p> <ul style="list-style-type: none"> <li>To observe and describe how seed and bulbs grow into mature plants.</li> <li>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p>Conduct experiments to discover the best growing conditions.</p>
PSHE	<p>As Wentworth citizens we will...</p> <p>Environment</p> <ul style="list-style-type: none"> <li>learn about what improves and harms our local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) L5</li> </ul> <p>Money</p> <ul style="list-style-type: none"> <li>learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. L6</li> <li>learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. L7</li> </ul>	<p>Look at our school as a habitat. What impact does pollution (litter) have on the different habitats around our school, and the local area (Heath etc)? What can we do to help as a school? What can we do to promote the environment in our local area?</p> <p>Mrs Archer from the Bank - money workshops.</p> <p>Practice saving and budgeting Want or Need when spending</p>
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> <li>Assemble, join and combine materials in order to make a product</li> <li>Cut, shape and join fabric to make a simple garment.</li> <li>Use basic sewing techniques</li> </ul>	<p>Make a fish from felt – sew two sides together and stuff with wadding.</p> 
R.E.	<p>As religious scholars we will...</p> <p>Revisit Autumn 1:</p> <ul style="list-style-type: none"> <li>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</li> <li>Identify ways that some people make a response to God by caring for others and the world (B1).</li> </ul>	<p>Revisit planning and stories.</p>
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> <li>Practise threading a needle and learn simple stitches.</li> <li>Continue to gain experience in weaving,</li> <li>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to our own work.</li> <li>Talk about our own work and that of other artists and the techniques they have used.</li> </ul>	<p>Threading plastic picture or recycled drinking straw bracelets. <a href="https://www.pinterest.co.uk/pin/514747432395520580/?lp=true">https://www.pinterest.co.uk/pin/514747432395520580/?lp=true</a></p>  <p>Felt Fish sewing – See DT</p>
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Computer Science: Coding Code.org</p>
British Values	<p>As Wentworth citizens...</p> <ul style="list-style-type: none"> <li>choose right and wrong for ourselves</li> </ul>	

		Making choices that will have an impact on our local environment and ultimately our planet.
Music	<p>As Musicians we will ...</p> <p>(Singing and Body Percussion)</p> <ul style="list-style-type: none"> <li>• Find lots of ways to make vocal and body percussion sounds.</li> <li>• Suggest sounds to make when composing as a whole class.</li> <li>• Describe how combining sounds might change the effect of the whole sound.</li> </ul>	Make a soundscape for one of our stories.
PE	<ul style="list-style-type: none"> <li>• I can use different techniques to meet challenges.</li> <li>• I can describe different ways of running.</li> <li>• I can describe different ways of jumping.</li> <li>• I can explain what is successful or how to improve.</li> <li>• I can describe different ways of throwing.</li> <li>• I can explain what is successful or how to improve.</li> </ul> <ul style="list-style-type: none"> <li>• I can explore balance on my front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</li> <li>• I can develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</li> <li>• I can develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</li> <li>• I can challenge balance and use of core strength by exploring and developing the use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on the floor and fingers point the same way as toes.</li> <li>• I can caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</li> <li>• I can bunny hop (transfer weight to hands).</li> <li>• I can continue to develop control in different rolls.</li> </ul>	<p>Athletics -sports day practice</p> <p>Gymnastics – Top cards</p>