



A WONDERFUL WORLD: Appreciating God's Creations

Focus Overview

Year 2

At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do

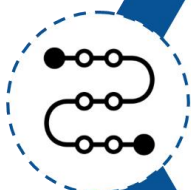
A Wonderful World:
Appreciating God's
Creations



Peace and Conflict: Respect
for all Individuals



A Moment in Time:
Learning from the
Past for Our Future



We are Engineers:
Embracing Technology
to Solve problems



Nurturing Nature:
Engaging and Taking
Responsibility



**Our Place in the
World:** Identity and
Community



A Wonderful World: Appreciating God's Creations Year 2- The Seaside



Throughout this focus, children will discover the features and locations of UK seaside – focusing on Geographical knowledge. From this unit, children will show gratitude to God for creating wonderful seascapes around the world for humans and animals to use. Through Geography, children will understand locations of beaches within the UK and key human and physical features associated to them. They will focus on Weston-super-Mare beach in particular and apply their knowledge of key seaside features. **Children will develop their fieldwork skills by visiting the beach and studying the features of this location.** Children will discover the way seascapes have changed in History and the history of the British seaside. They will look at pictures and sort them into 'past' and 'present', as well as ordering events linking to the British seaside. They will use key vocabulary to talk about events in recent history, such as the visit to the seaside. Computing will link in to the application of learning, where children will use their word-processing skills to share their learning about the seaside. Finally, through Art, children will use their experience of the seaside to draw and create artwork of seaside scenes.

Theme Impact

Children will have a deeper understanding of the importance of the seaside and why we should look after it. They will understand the human and physical features of the seaside and their role in the world in protecting the seaside environment.

Catholic Social Teaching

"We are created in the image and likeness of God"

Children will discuss how they can preserve God's creation of seascapes. They will look at case studies where seascapes have been mistreated and work together to think of solutions, in light of the teachings of Jesus. How have seascapes been neglected? What negative effects have human actions had?

Curriculum Drivers

Geography

National Curriculum Objectives

- Investigate and name the world's oceans
- Investigate and name the world's continents
- Identify the UK on a world map
- Use basic geographical vocabulary to refer to and describe key features of locations.
- Understand the difference between physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions- directions, identifying locations, routes on a map...
- Use aerial photographs to recognise familiar places and known landmarks
- Use aerial photographs to recognise landmarks, human and physical features, devise a route and use/construct symbols for a key.
- Use fieldwork and observational skills

Knowledge and Skills Progression

GSF1: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

GSF2: Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map

GSF3: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

GSF4: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human

HPG2: Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

HPG3: Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

History

National Curriculum Objectives

- How things have changed over time - have an understanding of chronology

Knowledge and Skills Progression

E1: Identify different ways in which the past is represented

E2: Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"

O1: Sort events or objects into groups (i.e. then and now.)

O2: Use timelines to order events or objects.

O4: Talk, write and draw about things from the past.

C1: Understand the difference between things that happened in the past and the present.

C3: Order a set of events or objects

C4: Use a timeline to place important events.

C5: Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/ carers were young.

Computing

National Curriculum Objectives

- Organise, store, manipulate and retrieve data in a range of digital formats.

Knowledge and Skills Progression

- IT1** Know the layout of the keyboard
- IT2** Know how to change font, font size and colour in a word-processed document
- IT3** Know how to use bold, italics and underlining
- IT4** Know how to use columns in a document
- IT5** Know how to use the undo function
- IT6** Know how to save as, save and load files from a menu
- IT7** Know how to conduct an image search of the web
- IT8** Know how to download an image
- IT9** Know how to insert an image into a document
- IT10** Know how to highlight using the mouse
- IT11** Print a document
- NC1** Use keywords in search engines.
- DL6** I can recognise that work created by me belongs to me and other people's work belongs to them
- DL7** I can recognise that content I find online may belong to other people

Art

National Curriculum Objectives

- Use experiences and ideas as the inspiration for artwork, using a range of materials.
- Share ideas using drawing, painting and sculpture.

Knowledge and Skills Progression

- D1** experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks.
- D2** draw lines and shapes using different surfaces.
- D3** invent lines and shapes in drawing.
- D4** to draw from imagination and experience
- P6** create textured paint by adding material, i.e. sand or plaster
- 3D1** manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading.
- 3D2** explore sculpture with a range of malleable media.
- 3D3** work safely with materials and tools.

Application

Even though we may not live near the seaside, how can we do our part to help protect the seaside from the damage that humans are causing? Children to complete ideas in groups – this may be presented through word processing on laptops to create an information poster about how we should look after the seaside.

Wider Curriculum Opportunities

Writing

1) Familiar settings:

- Forest School
- Innovate- Beach setting

3) Haiku Poem:

- About the beach. / animals found at a beach.

Reading

The Man Whose Mother was a Pirate – Mahy Margaret
The Lighthouse Keeper's Lunch – Ronda and David Armitage
At the Beach – Roland Harvey
Dear Greenpeace – Simon James
Hello Lighthouse – Sophie Blackall

Enrichment

Trip to the beach – real life experience of a beach and the different parts of a beach including sea and sand. Use as a basis for the rest of the topic – will link in to Reading texts, Geography knowledge and History of how the seaside has changed over time.

Change to later in the year?

Home Learning

- Research beaches across the world to use as a comparison
- Seaside survey
- Poster- how to look after a beach. / importance of staying safe in the sun.

Evaluation Notes

Children were engaged and timing of the topic meant we could recap on any beach trips the children had taken in the summer holidays.

We were unable to visit a beach which would have embedded learning from the topic. Children would have been able to experience the beach and identify human and physical features when there.

Lots of curriculum content to cover – we had chucks for two weeks so Science was prioritised here.

Art unit not completed during this half term – move to later in the year?

Stand-alone objectives to be covered this term

Science

National Curriculum Objectives

- Identify, classify and compare a variety of animals, including fish, amphibians, reptiles, birds and mammals.
- Identify and classify animals that are carnivores, herbivores and omnivores.
- Label parts of the human body and link these body parts to senses.
- Know that animals, including humans, have offspring which grow into adults.
- Explore the basic needs of humans; focusing on survival, exercise, a balanced diet and hygiene.
- Identify and investigate differences between living things.

Knowledge and Skills Progression

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Working scientifically suggestions

- use observations to compare and contrast animals at first hand or through videos and photographs
- describe how they identify and group animals
- group animals according to what they eat
- use their senses to compare different textures, sounds and smells
- observe, through video or first-hand observation and measurement, how different animals, including humans, grow
- ask questions about what things animals need for survival and what humans need to stay healthy
- suggest ways to find answers to their questions.

Working scientifically skills

E1: ask simple questions and recognise that they can be answered in different ways

E4: identify and classify

E5: use their observations and ideas to suggest answers to questions

PE

Gymnastics Unit I

Comment on aspects of own and others performances.

Perform with control and consistency basic actions at different speeds and on different levels.

Create and perform a simple sequence

Show contrasts in gymnastics shapes and actions.

Work to improve flexibility and strength.

Attempt to use rhythm whilst performing a sequence.

Use core strength to link gymnastic elements e.g. back support and half twist.

Remember and repeat sequences.

Reflect on own performance and use scoring system to judge performance.

Develop character and maturity to work in close proximity with others

Key vocab: jump, sequence, egg roll, log roll, forward roll, log roll, travelling, shapes, height, balance

Cooking in the Curriculum

Pitta Bread Pizzas – see cooking curriculum for recipe guidance and skills.