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| Year Group - 2 | Term – Summer Term | Educating for Wisdom, Knowledge and Skills | To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives. |
| Name of Unit Overview – Under the Sea  | | Educating for Hope and Aspiration | To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds |
| | | Educating for Community and Living Well Together | To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish. |
| | | Educating for Dignity and Respect | That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions. |

Context, Big Questions and Wider World impact

- ✓ To learn about our planet and the effects that we can have as humans.
 - ✓ Why is it important to know about this part of our world?
 - ✓ How can we protect our planet?
 - ✓ Are Humans kind to the planet?
 - ✓ Pollution in the sea- single use plastic
 - ✓ Climate change
 - ✓ Endangered animals

Subject specific learning areas

| Science | | Suggested journey of the unit |
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| Prior learning and where the objectives are revisited later in the year. | Key year group learning | |
| <p>Previous years Habitats Animals including humans</p> <p>Revisit within this year Habitats Animals</p> | <p>Can we?</p> <ul style="list-style-type: none"> - Compare the differences between things that are living, dead or that have never been alive - Name the seven characteristics of living things - Identify and name a variety of plants and animals in a microhabitat. - Describe how different habitats provide the basic needs for different animals and plants - Describe what animals need to eat to survive in their habitats - Describe how animals obtain food from plants and other animals - Explain what a food chain is and describe what it shows - Use the idea of simple food chains to show what some animals might eat to survive. | <p>Week 1</p> <p>Science: Exploring the differences between things that are living, dead or that have never been alive.</p> <p>Topic: To explore features of the seaside.</p> <p>Art: To explore colour mixing to create different shades and tints.</p> <p>Week 2</p> <p>Science: Exploring microhabitats and the different animals and plants that can live in them.</p> |

| Humanities – History & Geography | | |
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| Prior learning and where the objectives are revisited later in the year. | Key year group learning | Topic: To identify physical and human features of the seaside. Art: To create sketches of animals and plants that may live under the sea. |
| Previous years The seven continents Toys from the past Physical features – sea, oceans, rivers and lakes Revisit within this year Oceans Seaside games and activities | Can we? <ul style="list-style-type: none"> - Name the five oceans of the world - Locate the five oceans of the world - Describe the simple physical and human features found at the coast and in seaside towns. - Explain the impact that humans can have on our planet - Name and describe some of the ways that people can look after the world's oceans. - Identify the Victorian Era on a simple timeline. - Describe how people used the seaside in the past - Describe how Victorians changed seaside entertainment. - Describe and explain how holidays have changed over time. - Use simple vocabulary to describe and compare holidays from the past and holidays now. | Week 3 <u>Secret Agent Training</u> Science: Designing a suitable microhabitat where living things could survive. Topic: To identify the seven continents and five oceans of the world Art: To use different media such as oil pastels, paints collage and colouring pencils to create animals and plants that live under the sea. |
| Art and Design & Design Technology | | |
| Prior learning and where the objectives are revisited later in the year. | Key year group learning | Science: Exploring what animals eat to survive and how their habitats can provide this. |
| Previous years Using different materials and collage to create portraits and art. Using different media to create simple art work. Revisit within this year | Can we....? <ul style="list-style-type: none"> - Use a range of materials creatively to design and make products - Create an under the sea scene using different media - Use observation to create simple sketches and art linked to sea life - Use colour mixing to create different shades and tints of blue and green. | Topic: To compare life in Cape Verde to life in Bracknell, exploring similarities and differences. Art: To use different collage techniques to put together our aquarium artwork. |
| Computing and Technological Understanding | | |
| Prior learning and where the objectives are revisited later in the year. | Key year group learning | Science: Exploring and describing simple food chains. |
| Previous years Ipad exploration Drawing simple pictures on the Ipad Revisit within this year Using ipads E-Safety | Can we....? <ul style="list-style-type: none"> - Can we use the camera function on the ipads to take detailed photos? - Can we make a presentation using video on plastic pollution? - Can we record the plastic use in school using technology? - Can we conduct video interviews about how we look after our world? | Topic: To explore the impact that humans can have on oceans. Art: To use imagination and create texture in a painting by a famous artist. Week 6 Science: Understand the journey food makes from the farm to the supermarket. Topic: To explore the different ways that we can look after our oceans. |

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| Vocabulary Oracy activities | <ul style="list-style-type: none"> ✓ Urchins, barnacles, anchor, squid, octopus, waves, oceans, pollution, endangered, climate change, adoption, Victorian, campaign, turtle ✓ Performance-Reciting story maps and Echo reading. Practising tone, speed and body language. ✓ Communicating with others- Every voice is valued -Tasks to decipher topic vocab and organising information. Speak like an expert. ✓ Debate- Should we go fishing? Should we use plastic? | Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic? | <ul style="list-style-type: none"> ✓ Eco warriors for each class to inspire using less plastic, ways to encourage the children to look after the planet ✓ Under the sea artwork |
| | | Trips/ Visits / Experiences | <ul style="list-style-type: none"> ✓ Discussion about Ocean pollution and links to recycling ✓ Trip linked to animals |
| Discrete subject learning focus areas | | | |
| Music | Sing Up Swing-a-long with Shostakovich Charlie Chaplin Tanczyny Labada | RE | Islam Key Question- Does going to the Mosque give Muslims a sense of belonging? |
| PE | Athletics Striking and Fielding Games | PSHE | Charities and fundraising We will be focusing on the importance of charities as well as the reason behind a range of different charities. |
| Final quality products | <ul style="list-style-type: none"> - Poster on sea creature and plastic pollution - Ocean art work - Performance of five oceans song. | Home learning opportunities | <ul style="list-style-type: none"> - A variety of different Maths and Literacy learning will be posted on Seesaw. |
| International Studies: | | | |
| Prior learning: <ul style="list-style-type: none"> ✓ International Week ✓ Learning about the seven continents ✓ Map work linked to the United Kingdom Revisit within this year <ul style="list-style-type: none"> ✓ Map work Exploring different cultures | <u>International Targets</u> <ul style="list-style-type: none"> • Locate and identify countries on a map and providing the international context for this topic • Understanding different cultures, values and customs • Similarities and differences between UK and other countries • Building tolerance and respect for other cultures • Understanding details, similarities and differences of the lives of others, past and present • Trade, tourism and travel (to and from UK) | Learning to come from those activities | <ul style="list-style-type: none"> • In Geography the children are looking at oceans surrounding different countries. • We are exploring two contrasting place and thinking about the differences between them. • We are looking at Islam in RE. • We will be looking at Victorian seaside holidays and how they have changed over times. |

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| <p>Prior learning: ✓ Live Lesson Antarctica</p> <p>Revisit within this year PSHE links</p> | <p><u>Key Themes</u></p> <ul style="list-style-type: none"> • What is climate change? • How does it impact our world? • What difference can you make? | <p>Learning to come this half term.</p> | <ul style="list-style-type: none"> • Exploring how oceans are important to the environment and how we can encourage others to look after them. • Biodiversity - Making observations, drawing plants and animals, and understanding the differences between local and contrasting environments. • Designing and making micro-habitats |
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Enriching our curriculum and personal development opportunities.

| Prior opportunities | Experience | Learning to come from those activities |
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| | <ul style="list-style-type: none"> - Art Week - School Trip- linked to animals | <ul style="list-style-type: none"> - Learn about charities, how to fundraise and about the impact humans have on sea life and why they are endangered. - Understanding about plastic pollution and how to reduce, recycle and reuse plastic to help save our world. - From these activities, children will further develop their oracy skills, independence, collaboration, perseverance and optimism. This will support them to further develop their self-esteem and confidence. |