



At Churchwood Everyone Can

Year: 2	Term: 6
Topic Name: Gone Fishing	
Subject / Topic Focus: History/Geography – fishing and net houses	

**Wow starter –
going to a Sea
Shanty concert**

Grand finale – our own sea shanty concert

A trip to Roc A Nore
A visit from a "fisherman" ~ Hot Seating

Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	Evolution and inheritance	<p><u>To work scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <p><u>To understand evolution and inheritance</u></p> <ul style="list-style-type: none"> • Identify how humans resemble their parents in many features. <p>Mutual respect</p>
History	History of the fishing industry	<p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing

		<p>of time.</p> <ul style="list-style-type: none"> • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
Geography	The local area	<p><u>To investigate places</u> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. <p><u>To investigate patterns</u> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. </p> <p><u>To communicate geographically</u> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • Key human features, including: city, town, village, factory, farm, house, office and shop. <p>Democracy Rule of law Individual liberty Mutual respect</p> </p>

Computing	Espresso coding 2b	Democracy Rule of law Individual liberty
Design Technology	Construction	<p><u>To master practical skills</u></p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. <p><u>To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. <p><u>To take inspiration from design throughout history</u></p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created. <p>Mutual respect</p>
Music	Charanga	Charanga Mutual respect
P.E	PE Syllabus	Games/ Athletics Democracy Rule of law Individual liberty
SRE Term 6	Living and Growing scheme	Growing and changing Animal lifecycles Identifying feelings and emotions Differences and similarities

		Important people to me Belonging Keeping safe
R.E	ESCC Agreed Syllabus	What is the Torah and why is it important to Jewish people? Tolerance
PSHE	PSHEe syllabus	Democracy Rule of law Individual liberty Mutual respect Tolerance
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance	Integrated with foundation subjects

Vocabulary, Punctuation and Grammar focus:	Subordination (using when, if, that, or because) and co-ordination (using or, and or but) Formation of nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman) Use of adjectives using suffixes such as -ful, -less
---	---

Spelling Focus:	Progression following the Letters and Sounds word banks and resources
Linked Extended Writing:	Adapted version of the Lighthouse Keeper' Lunch Recount writing – e.g.: school trip, sea shanty performance
Cross curricular Maths opportunities:	Measuring items to make net huts
Early Morning Maths Focus:	Multiplication focus
Target Writing Focus:	Target writing focus to be determined following assessments