

Year: 2- Spring 1 Topic: Great Journeys		
Big question:		Hook task: Trip to Twycross Zoo
PSHE focus: Healthy Me		Review task and presentation: present vehicles created for Zeraffa Giraffa
Experiences/ shared learning: Trip to Twycross Zoo		
<p>Geography NC aims/objectives:</p> <ul style="list-style-type: none"> • Describe a place outside Europe using geographical words • Compare two different places and explain what is similar and different 	<p>Art and Design NC aims/objectives:</p> <ul style="list-style-type: none"> • Choose the best materials and tools to create a piece of art • Draw still life • Recognise use of shade, tint and tone in an art pieces 	<p>Science NC aims/objectives- <i>Living things and their habitats:</i></p> <ul style="list-style-type: none"> • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including microhabitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Continent • Europe 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Still Life • Shade • Tone • Texture 	
<p>History NC aims/objectives:</p> <ul style="list-style-type: none"> • use words and phrases like before, after, past, present, then and now • recount the life of a famous person from history 	<p>Design Technology NC aims/objectives:</p> <ul style="list-style-type: none"> • Choose tools and materials and explain why I have chosen them. • Measure materials to use in a model • Explain what went well with my product 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Habitat • Microhabitat • Suited • Dependence • Food chain • Food source
<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Artefacts • Elements • Recount 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Wheels • Levers • Predictions 	

<p>Maths:</p> <ul style="list-style-type: none"> • Multiplication and division • Length and height 	<p>PSHE- <i>Healthy Me</i></p> <ul style="list-style-type: none"> • Different ways to be relaxed • Medicines and how they work • How to use medicine safely • Healthy foods and the different food groups • Which foods give my body energy • What my body needs to be healthy 	<p>RE- <i>What is most important for different people?</i></p> <p>Key vocabulary for discussion:</p> <ul style="list-style-type: none"> • Faith • Wrong • Guidance • Value • Human rights • Right • God • Inspiration • Importance
<p>PE- <i>Creative:</i></p> <ul style="list-style-type: none"> • Begin to compare my movements and skills with those of others. • Select and link movements together to fit a theme. 	<p>Computing -<i>Programming- Robot Algorithms</i></p> <ul style="list-style-type: none"> • To describe a series of instructions as a sequence • To explain what happens when we change the order of instructions • To use logical reasoning to predict the outcome of a program • To explain that programming projects can have code and artwork • To design an algorithm • To create and debug a program that I have written 	