

TOPIC CURRICULUM PLANNING

Year	Term:	Theme: Rainforests	
Groups: 2	Autumn		
Curriculum Objectives			Links to English and Maths
<p>Art objectives:</p> <ul style="list-style-type: none"> • To become proficient in drawing, painting, sculpture and other art, craft and design techniques • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Science:</p> <ul style="list-style-type: none"> • To explore and compare the differences between things that are living, dead and things that have never been alive • To 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 • To identify and name a variety of plants and animals in their habitats including micro-habitats • To describe how animals, obtain food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food <p>Geography objectives:</p> <ul style="list-style-type: none"> • To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country • To name and locate the world’s seven continents and five oceans • To 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 • To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • To use aerial photographs to recognise landmarks and basic human and physical features • To be competent in the geographical skills needed to: <ul style="list-style-type: none"> - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) <p>PHSE objectives:</p> <ul style="list-style-type: none"> • To recognise and celebrate their strengths and achievement and set simple but challenging goals • To recognise how they grow and will change as they become older • To recognise different types of bullying and understand that these are wrong and unacceptable • To identify the ways in which people and families are unique, understanding there has never been and will never be another them • To judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond • To know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid 			<p>English:</p> <ul style="list-style-type: none"> • Persuasive letters • Speech bubbles • Setting descriptions <p>Maths:</p> <ul style="list-style-type: none"> • Data handling – venn diagrams • Shape – 2d and 3d

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RE objectives:

- To understand what it means to be kind
- To describe some ways in which I can show kindness to those around me
- To retell part of a bible story that shows kindness
- To understand that Christians learn how to act from the bible
- To recognise that Jesus showed kindness in the bible
- To understand how Christians believe Jesus was sent to the world to show love

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Lesson	Subject/s	Learning Outcomes	Lesson	Subject/s	Learning Outcomes
1	Geography	<p>I can say the names of the 7 continents of the world.</p> <p>I can begin to name 2-3 of the world's oceans.</p> <p>I can use an atlas to locate the continents and oceans of the world.</p> <p>I can label a world map accurately.</p> <p>I can locate the UK and Brazil on a world map.</p>	8	Geography	<p>I can explain what life is like in Brazil</p> <p>I can explain what a typical day is like for a child in Rio de Janeiro</p> <p>I can express an opinion about living in Brazil or how a child in Brazil would think about living here</p>
2	Geography	<p>I can find the equator on a map.</p> <p>I can tell you that rainforests are found near the Equator.</p> <p>I can describe what the weather is usually like in a tropical climate.</p> <p>I can identify the difference between climate and weather.</p>	9	Art	<p>I can recall some facts about the artist Henri Rousseau</p> <p>I can describe some of his paintings and find similarities and differences</p> <p>I can talk about the techniques he used to create his paintings</p> <p>I can explore mixing different colours with paint and the effects I can create</p>
3	Geography	<p>I can name the four layers of a rainforest.</p> <p>I can tell you about the climate in each layer.</p> <p>I can tell you about the plants found in each layer.</p> <p>I can tell you some animals that live in each layer.</p>	10	Art	<p>I can describe the details within 'Surprised' the painting by Henri Rousseau</p> <p>I can sketch an idea for a picture based on the painting 'Surprised'</p> <p>I can colour wash a background for my painting using long brush strokes and watered down paint</p>
4	Art / Geography	<p>I can name some animals that live in each layer of the rainforest.</p> <p>I can explain why different animals live in different layers.</p> <p>I can work collaboratively to create a group diorama of the rainforest layers</p>	11	Art	<p>I can follow a plan I have made for my painting</p> <p>I can use smaller brush strokes and bold colours to create fine details</p>
5	Geography	<p>I can tell you what deforestation means.</p> <p>I can tell you why deforestation is happening.</p> <p>I can identify positive effects of deforestation.</p> <p>I can identify negative effects of deforestation.</p> <p>I can tell you some things I can do to help limit the impact of deforestation.</p>	12	Science	<p>I can explain some of the life processes.</p> <p>I can explain how life processes can tell us if something is living, dead or has never been alive.</p> <p>I can say if something is living, dead or has never been alive.</p> <p>I can give reasons for my answers.</p>
6	Geography	<p>I can look at aerial photographs using my observation skills.</p> <p>I can find key features in aerial photographs (bridges, roads, coastline, forests, houses) using my observation skills.</p> <p>I can use key words to describe the features I see.</p>	13	Science	<p>I can draw a map of a local habitat.</p> <p>I can draw and label the trees and plants.</p> <p>I can record or suggest which animals live there.</p> <p>I can sort given objects into categories and give reasons for my choice.</p> <p>I can suggest my own objects to go into each of the categories.</p>
7	Geography	<p>I can describe a favela house from Rio, Brazil</p> <p>I can describe a house from our local area</p> <p>I can compare the similarities and differences between the 2 houses</p>	14	Science	<p>I can find microhabitats.</p> <p>I can identify and name the minibeasts I find there.</p> <p>I can record information about minibeasts in a table.</p> <p>I can present my results in a pictogram.</p> <p>I can use my findings to compare 2 microhabitats.</p>

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15	Science	I can describe the conditions of a habitat. I can identify features of different animals. I can identify the needs of different plants and animals. I can ask questions about different habitats. I can use research to find answers to questions.	23	PSHE	I know that there are different types of touch I understand that people need personal space I understand that some touches are unsafe and know how to respond to these
16	Science	I can describe the features of some animals. I can identify the needs of different plants and animals. I can suggest how an animal survives in its habitat. I can explain why the plants in a habitat need the animals. I can explain why the animals in a habitat need the plants.	24	PSHE	I know what a secret is I know what a surprise is I know can tell someone I am asked to keep something secret that makes me feel uncomfortable, worried or afraid
17	Science	I can name some sources of food. I can give examples of carnivores, herbivores and omnivores. I can order living things in a food chain.	25	RE	I can recognise kind and unkind behaviour and explain my reasoning I can describe practical ways that I can be kind to people I can write kind words about any given classmate
18	Science	I can ask questions about different habitats. I can suggest answers to questions based on what I already know about habitats. I can give reasons for my answers by using my existing knowledge of life processes.	26	RE	I can retell a story Jesus told about being kind I can explain how the message of the story is to show kindness to everyone I can recognise kind and unkind behaviour
19	PSHE	I can consider my self esteem I can recognise and celebrate my strengths I can set a goal for myself	27	RE	I can retell a story from the bible where Jesus showed kindness I can make up my own story that shows a character being kind
20	PSHE	I know how a baby grows I know how I have grown and changed I know how I might change as I grow older	28	RE	I can retell the Christmas story using pictures as prompts I can explain why Christians believe God sent Jesus to the world I can talk about some of the problems our world faces and who caused these problems
21	PSHE	I know what bullying is I have considered how bullying can make someone feel I know what to do if I am bullied or I see someone else being bullied	29	RE	I can explain how Jesus showed love to those around him. I can describe ways in which I can show love to the world. I can explain why Christians believe God sent Jesus to the world
22	PSHE	I know that I am uniquely special I know that there are lots of different types of families I do not feel under pressure to be different to who I am	30		