





<p>Topic Name – Handsworth Now and Then</p>  <p>Disposition: Developing Community: Cultivating Inclusion, Identity and Belonging.</p>	<p>Year Group - Year 2 Spring 1 Topic Purpose Question – How has the local area and community changed over the years?</p>	<p>Curriculum Coverage: Local History Topic Purpose – To know where people and events fit within the chronological framework and identify similarities and differences between ways of life in different periods using a wide vocabulary of everyday historical terms. As part of the topic questions should be asked and answered by choosing and using parts of stories and other sources to show that they know and understand key events, people and places in their own locality.</p>		<p>Class Novel: A selection of Roald Dahl Novels. Purpose- Reading a novel by a classic author to extend vocabulary.</p>
<p>Links to previous topics. EYFS Me and My Community Links to future topics. Year 2 Explores Year 2 Global Gardens Year 5 Industry Year 6 Who am I?</p>	<p>Science Use of everyday materials Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use. Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs) or different materials are used for the same thing. They should think about the properties of materials that make them suitable or unsuitable for a particular purpose and they should be encouraged to think about unusual and creative uses for everyday materials.</p> <p>Observe and describe how seeds and bulbs grow into mature plants. Purpose Question Love to Investigate: How do plants grow in the winter? (Link to Global Gardens)</p> <p>Key vocabulary: suitability, squashing, bending, twisting, stretching</p>		<p>PE Games (Run, Jump, Throw) – Sports Coach Led. To move quickly whilst being aware of people around you. To create power with our legs to turn at speed. To move through an obstacle course with speed and control. To explore the best throw for different situations. To work with a partner and explore different jumps for distance. To compete as a team to run, jump and throw. Key Vocabulary: run, throw handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.</p> <p>Dance Unit 2 – Teacher Led To develop a dance which shows different emotions. To dance with rhythm following a clockwork pattern. To work on own to create a short movement phrase. To watch, copy and repeat actions to create a ‘motif’ To perform the motif in different formations. To use different movement pathways in our dance. Key Vocabulary: dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage.</p>	<p>Geography Human Geography Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop. Activity: Name and locate the human features of the Handsworth. Look at old and new maps – how have the features changed over time? Physical Geography Use basic geographical vocabulary to refer to key physical features. Activity: Name and locate the physical features of the Handsworth. Look at old and new maps – how have the features changed over time? Purpose Question: How has the landscape of Handsworth changed over time? Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Activity: Look at aerial photographs of Handsworth what can they see. Use simple fieldwork and observational skills to study Geography of their school and its ground. Activities: improving the school grounds with a new play area. Find out which vehicles use the road or streets near to school. Undertake a traffic survey, counting and tallying the numbers of cars, vans, trucks and any special vehicles, such as ambulances, bin lorries and police cars, in a given period of time. Present their findings in a pictogram. Purpose Question: Why is there so much traffic on our roads? Is there any way we could reduce the amount of traffic? Key Vocabulary: Settlement, City, Urban, Offices, Human feature, Physical feature, Environment, Location.</p>
<p>Engage Stage/Memorable Experience</p> <p>Explain that the children are detectives looking for clues about the past and the present to find out about changes that have taken place in the area over the years – a heritage walk.</p> <p>This will be linked to Every Journey Matters project.</p>	<p>History How Handsworth has changed over time?</p> <ol style="list-style-type: none"> Who was Matthew Boulton and why is he important to Handsworth? What is the history of our school? How has Handsworth changed over time? Thinking about shops, houses and transport. <p>Key Vocabulary: Timeline, Similarities/differences, Chronological, Past/present, Change, Matthew Boulton, Society</p>		<p>Computing Spring 1 – Programming A – Robot algorithms</p> <p>This unit develops learners’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p> <p>Key vocabulary: Instruction, sequence, clear, algorithm, program, order, instructions, prediction, design, route, mat, debugging, decomposition</p>	<p>DT Mechanism – Making a ferris wheel.</p> <p>Mechanism Skills – sliders and levers to move the playground equipment</p> <p>Key Vocabulary: design, design criteria, wheel, Ferris wheel, pods, axle, axle holder, frame, mechanism.</p>
<p>Oracy</p>  <p>Physical</p> <p>Are you thinking about the speed and volume of your voice?</p>  <p>Are you using gestures and expression to help make your point?</p>  <p>Are you facing who you are speaking or listening to?</p> <p>Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> I think... I believe. I would like to start by saying... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> I agree and would like to add... Building onto what ___ said... <p>Challenge – Give reason/s to disagree or present an alternative argument.</p> <ul style="list-style-type: none"> Respectfully, I disagree with.... because.... To challenge you, I think.... 	<p>RE</p> <p>Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? Religion: Islam Disposition: Living by rules</p> <p>Key Vocabulary: prayer, Islam, Allah, Muslim, Wudu, Salat, Muhammad, Mecca, Mosque, Qu’ran</p>		<p>PSHE Goals and Dreams Goals to Success A Group Challenge Celebrating Our Achievements Careers Day</p> <p>Music Taught during PPA – Junior Jam Music Theory with Keyboards Lite Level 2</p>	