



**Topic Name – Explorers**  
**Dispositions:**  
**Developing Commitment:** Remembering Roots  
**Developing Community:** Cultivating Inclusion, Identity and Belonging.

**Year Group - Year 2 Spring 2**  
**Topic Purpose Question –** How do the different journeys taken by others support our understanding of our community and the world in which we live?

**Curriculum Coverage: History**  
**Topic Purpose –** To understand significant aspects of history involving the achievements and follies of mankind. Have an understanding of historical concepts such as cause and consequence, similarities, difference and significance and use these to make connections and draw contrasts between different aspects of life in different periods.

**Class Novel: Around the World in 80 Days.**  
**Purpose-** Subject specific vocabulary as well as strengthening the topic through narrative.

**Links to previous topics.**  
**EYFS My Community**  
 Year 1 Changes in Living Memory  
 Year 1 Seasons  
 Year 1 To the Moon and Back  
 Year 2 Handsworth Now and Then

**Links to future topics.**  
 Year 3 Food Glorious Food  
 Year 4 Anglo-Saxons  
 Year 4 Vikings  
 Year 5 Industry  
 Year 6 Who am I?  
 Year 6 Black and British

**Science**  
**Use of everyday materials**  
 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use.  
 Activities: What makes a good material for a boat? Look at images of different boats, identifying and naming the material. Explore the properties of different materials and find out which float or sink and why?

Think about which materials are suitable or unsuitable for a particular purpose.

Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  
 Activities: Place a ball of modelling clay into water in different shapes to see which floats or sinks.  
**Purpose Question:** Why do boats float?

**Key Vocabulary:** suitability, squashing, bending, twisting, stretching

**History**  
 The lives of significant individual in the past who have contributed to national and international achievements – Christopher Columbus

Changes in living memory

**Christopher Columbus:**

- How did Columbus become famous?
- Why did Columbus risk his life to explore somewhere no one alive had ever seen?
- How and why should we remember him?

**Windrush:**

- What was Empire Windrush? What journey did it make and why?
- Why did people emigrate to Britain from the Caribbean?
- How did adults and children feel making this journey?

**Key Vocabulary:** Artefact, Timeline, Evidence, Historian, Explorer, New World, Voyage, Windrush, Empire Windrush, Emigrate, Migration

**Geography**  
**Locational Knowledge**  
 Name and locate the world’s seven continents and five oceans.  
 Activity: Using a world atlas locate the different continents and oceans.

**Physical Geography**  
 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  
 Activity: Seasonal and daily weather patterns in the United Kingdom and the Caribbean.

**Key Vocabulary:** Continent, Ocean, England, Climate, Equator, Environment, location, Atlas, Globe.

**Engage Stage**

Workshop on the different explorers, who have made an impact on our world.

**PE**  
**Games (Attack, Defend, Shoot) Unit 2 – Sport’s Coach Led**  
 To throw different types of equipment.  
 To move to space after passing the ball.  
 To pass and move forward to a target with a partner.  
 To position ourselves as a goalkeeper.  
 To intercept a ball from a person on the other team.  
 To use the skills, we have developed in a competition.

**Key vocabulary:** Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.

**Gymnastics Unit 2 – Teacher Led**  
 To use a relevé walk in a sequence.  
 To perform a dish and arch shape moving smoothly from one to the other.  
 To develop our strength in back support and crab.  
 To frog jump and leapfrog.  
 To hold an L-sit with a straight back.  
 To bring rhythm and flow to our sequence.


**Key vocabulary:** Body tension, carry, control, extension, fast, hang, timing, travel, turn, transition, smooth, relevé, core muscles.

**DT**  
**Food –** Making a dish of Caribbean food – Fruit and Vegetables – see Kapow planning.

**Skills –** preparing fruit and vegetables – peeling, cutting, slicing and grating.


**Key Vocabulary:** fruit, vegetable, root, stem, healthy, flavour, peel, slice, grate.

**Oracy**




**Physical**

Are you thinking about the speed and volume of your voice?



Are you using gestures and expression to help make your point?



Are you facing who you are speaking or listening to?

**Instigate - Starts the discussion or moves it onto a new point.**

- I think...
- I believe.
- I would like to start by saying...

**Build - Adds to or builds on an idea.**

- I agree and would like to add...
- Building onto what \_\_\_ said...

**Challenge – Give reason/s to disagree or present an alternative argument.**

- Respectfully, I disagree with.... because....
- To challenge you, I think....

Examples of praise:

**Computing**  
**Data and information – Pictograms**  
 Use technology purposefully to create, organise, store, manipulate and retrieve digital content  
 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies  
 To show I can enter data onto a computer  
 To recognise that people, animals and objects can be described by attributes  
 To use a computer to view data in different formats  
 To use pictograms to answer single-attribute questions  
 To use a computer to answer comparison questions (graphs, tables)

**Key Vocabulary:** organise, data, enter, attribute, most popular, least popular, conclusion, sharing, comparison

**PSHE**  
**Healthy Me**  
 Being Healthy  
 Medicine Safety  
 Healthy Eating  
 Good Health Week

**Music**  
**Music is delivered during PPA by Junior Jam**  
 Keyboards  
 Lite Level 2

**RE**  
 Theme: Easter - Resurrection

**Key Question:** How important is it to Christians that Jesus came back to life after his crucifixion?

Religion: Christianity

Disposition:  
 Being regardful of suffering

**Key Vocabulary:** crucifixion, resurrection, disciples, salvation, sin, tomb

**Physical**

Amazing, you were speaking at just the right volume for a trio discussion!

Your body language showed me that you were very open to other people’s ideas.

It was wonderful how you paused just for a moment to let what you were saying sink in.

