

# Beaufront First School — Class 2 Spring Term Topic Web – Cycle B

<p><b>Science</b></p> <p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>• To construct and interpret a variety of food chains, including producers, predators, and prey.</li> <li>• To begin to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>• Recognise that living things can be grouped in a variety of ways.</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• To identify how sounds are made, associating some of them with something vibrating.</li> <li>• To recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• To find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• To find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• To recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>PE &amp; Swimming</b></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Develops the key skills in partner work and individual routines</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Using the key skills of agility, balance and co-ordination to create movement to music.</li> </ul> <p><b>Dodgeball/Basketball</b></p> <ul style="list-style-type: none"> <li>• Uses the skills of passing and catching and develops the concept of attacking and defending.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Taught by specialist swimming coaches</li> </ul>	<p><b>Geography</b></p> <p><b>Rainforests</b></p> <ul style="list-style-type: none"> <li>• To locate vegetation belts around the world.</li> <li>• To identify the position and significance of latitude, longitude and the Equator.</li> <li>• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• To locate the world's countries concentrating on their environmental regions, key physical characteristics</li> </ul> <p><b>Art/Design and Technology</b></p> <ul style="list-style-type: none"> <li>• To generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces.</li> <li>• To select from and use a wider range of tools and equipment to perform practical tasks.</li> <li>• To develop art techniques, including use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.</li> </ul>	<p><b>PSHCE</b></p> <p><b>Good to be Me</b></p> <ul style="list-style-type: none"> <li>• To know about myself and how I learn</li> <li>• To gain an understanding of things that I am good at.</li> <li>• To recognise when I find something difficult and do something about it or cope with how that makes me feel.</li> <li>• To understand surprises and the feelings they create.</li> <li>• To understand what hopeful and disappointed mean.</li> <li>• To understand worries and ways to cope with these.</li> <li>• To know why it is important to stop and think when we feel angry or stressed.</li> <li>• To understand how to act assertively and be assertive.</li> </ul>
<p><b>RE</b></p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• What do Christians think about Jesus and how did he influence people who met him?</li> <li>• What does the Festival of Easter mean for Christians? Focuses on Jesus as the son of God; how he helped people; and the impact that he had on the people who met him.</li> </ul>	<p><b>Music</b></p> <p><b>Ukelele</b></p> <p><b>Modern Foreign Language – French</b></p> <p><b>Food Glorious Food</b></p> <ul style="list-style-type: none"> <li>• To predict a repeated phrase.</li> <li>• To make a range of simple statements by substituting vocabulary.</li> <li>• To modify a colour adjective.</li> <li>• To respond appropriately to a polite request.</li> </ul>	<p><b>History</b></p> <p><b>Ancient Greeks</b></p> <ul style="list-style-type: none"> <li>• To explain how and why the Greek Empire was so successful and be able to confidently explain how the political system worked.</li> <li>• To describe elements of the Battle of Marathon and the Trojan War in significant detail and write their own Greek myth containing the relevant elements.</li> <li>• To examine artefacts in order to draw conclusions about what life was like in Ancient Greece.</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• To use search technologies for locating information relevant to suggested themes.</li> <li>• To design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• To select from and use a range of tools and equipment to perform practical tasks.</li> <li>• To evaluate their ideas and products against design criteria.</li> </ul>