

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

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