

Beaufront First School — Class 2 Summer 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. <p>Electricity</p> <ul style="list-style-type: none"> To identify common appliances that run on electricity. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>PE & Swimming</p> <p>Hockey</p> <ul style="list-style-type: none"> To improve ball and stick skills working on accuracy and precision. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <p>Athletics</p> <ul style="list-style-type: none"> To develop the skills used in athletics. <p>Swimming</p> <ul style="list-style-type: none"> Taught by specialist swimming coaches 	<p>Geography</p> <ul style="list-style-type: none"> To describe and understand key aspects of physical geography, including coasts, cliffs and beaches. To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. To use maps, atlases, globes and digital/computer mapping to locate and describe features studied To locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics and major cities. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Art/Design and Technology</p> <ul style="list-style-type: none"> To know how art and design reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. To improve their mastery of art and design techniques including painting. 	<p>PSHCE</p> <ul style="list-style-type: none"> To (begin to) equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments (KS3 Citizenship).
<p>RE</p> <p>The Jewish Faith</p> <ul style="list-style-type: none"> What do Jewish people believe and how do they practice their faith? Events that make Jewish lifestyle distinctive; how the Torah shapes lifestyle; the importance of family; and that stories from the scriptures shape Jewish <p>Christianity</p> <ul style="list-style-type: none"> How do Christians practice their faith? Look at how Christians mark significant events in their lives and how they practice their faith. 	<p>Music</p> <p>Samba drumming</p> <p>Modern Foreign Language – French</p> <ul style="list-style-type: none"> To identify and introduce some of their relations To name some common pets To recognise some rooms in their home 	<p>History</p> <ul style="list-style-type: none"> To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, for example; a significant turning point in British history such as the first railways. To address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand that our knowledge of the past is constructed from a range of sources. 	<p>Computing</p> <ul style="list-style-type: none"> To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. To use technology safely, respectfully and responsibly.