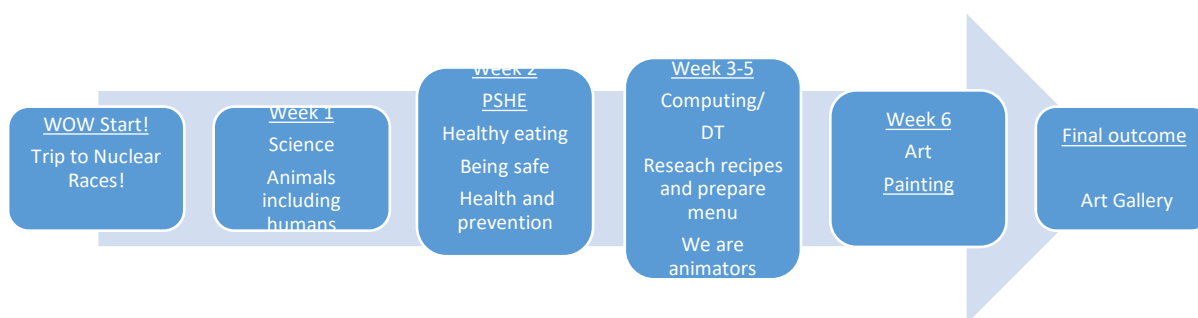


## Year 2 Science – ‘Fit kids!’ (6 weeks)



### Science skills

<u>Enquiry skills to be taught</u>	<u>Specific skills for this unit</u>
<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely using simple equipment</li> <li>• performing simple tests</li> <li>• identify and classifying</li> <li>• use observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions</li> </ul>	<p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p>Science Big Questions:            What food do you need for a healthy diet/ why?            ( Research using secondary sources)            Which offspring belongs to which animal?            Can I group these animals based on their characteristics?            ( Identifying and classifying)</p>
<p><u>Knowledge for this unit</u></p> <ul style="list-style-type: none"> <li>• MRS NERG</li> <li>• Main food groups and the right amounts of each food</li> <li>• Change4Life</li> </ul>	<p><u>Previous knowledge</u></p> <ul style="list-style-type: none"> <li>• Name a variety of animals</li> <li>• Carnivores, herbivores, omnivores</li> <li>• Basic parts of a human body and sense</li> </ul> <p><u>Key Vocab:</u></p> <ul style="list-style-type: none"> <li>• Food groups</li> <li>• Offspring</li> <li>• Exercise</li> <li>• Hygiene</li> <li>• Calories</li> </ul>

### PSHE skills

<u>Specific skills for this unit</u>
<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> <li>• That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>• That eating and drinking too much sugar can affect their health, including dental health</li> <li>• How to be physically active and how much rest and sleep they should have every day</li> <li>• That there are different ways to learn and play; how to know when to take a break from</li> </ul>

<p>screen-time</p> <ul style="list-style-type: none"> <li>How sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>	
<p><b>Knowledge for this unit</b></p> <ul style="list-style-type: none"> <li>We need rest every day to stay healthy</li> <li>A balanced diet is important to stay healthy and look after our bodies</li> <li>We need to brush our teeth twice a day, every day</li> <li>Too much sugar can rot teeth</li> <li>Being physically active will help us live a healthy life</li> <li>Sunshine is good for our bodies but we need to wear sun cream and stay in shade</li> </ul>	<p><b>Previous knowledge</b></p> <ul style="list-style-type: none"> <li>Who helps them stay healthy</li> <li>Medicines and immunizations</li> <li>Hygiene stops germs spreading</li> <li>Daily hygiene</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Balanced diet</li> <li>Dental</li> <li>Healthy lifestyle</li> <li>Diseases</li> </ul>

### Computing skills

<p><b>Specific skills for this unit</b></p> <ul style="list-style-type: none"> <li>understand how animation works</li> <li>use storyboards to plan an animation</li> <li>create their own original characters, props and backgrounds for an animation</li> <li>film, review and edit a stop-motion animation</li> <li>record audio to accompany their animation</li> <li>provide constructively critical feedback to their peers.</li> <li>when posting pictures, to consider importance of keeping personal information private</li> <li>respect rules of using the computers and technology</li> <li></li> </ul>	
<p><b>Knowledge for this unit</b></p> <ul style="list-style-type: none"> <li>-describe animations and see the benefit of planning before</li> <li>-film using characters and props</li> <li>-editing to ensure best animation is used</li> <li>-understand what good feedback would be</li> </ul>	<p><b>Previous knowledge</b></p> <ul style="list-style-type: none"> <li>-plan a small multimedia eBook</li> <li>-choose and import images</li> <li>-record audio commentary</li> <li>-add and format titles and other text</li> <li>-think carefully about protecting their privacy</li> <li>-respect other people's copyright</li> <li>-revise and improve their work</li> </ul> <p><b>Key Vocab:</b></p> <ul style="list-style-type: none"> <li>Animation</li> <li>Background</li> <li>Character</li> <li>Frame</li> <li>Soundtrack</li> <li>Stage</li> <li>Stop-motion</li> </ul>

### DT skills

<p><b>Specific skills for this unit</b></p> <p>VEGETABLES</p> <p><u>Designing</u></p> <ul style="list-style-type: none"> <li>Design appealing products for a particular user based on simple design criteria.</li> <li>Generate initial ideas and design criteria through investigating a variety of vegetables.</li> <li>Communicate these ideas through talk and drawings</li> </ul>
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### Making

- Use simple utensils and equipment to e.g. peel, cut, slice and chop safely.
- Select from a range of vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product

### Evaluating

- Taste and evaluate a range of vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose. Extend vocabulary to vegetables used e.g. crunchy, sweet, soft, hard etc.

### **Knowledge for this unit**

- Know that appealing means it has to look and taste good
- Know that some vegetables can be eaten raw or cooked/some can only be eaten cooked
- Know how to use techniques safely and they always need supervision from an adult

### **Previous knowledge**

- At the seaside - fruit

### **Key Vocab:**

- Appealing
- Utensils
- Peel
- Cut
- Slice
- Chop
- Texture
- Taste

## **Art skills**

### **Specific skills for this unit**

#### Painting (Portraits using fruit – Giuseppe Arcimboldo)

- Make lighter and darker tones of a colour.
- Recognise warm and cold colours.
- Control types of marks made with a range of techniques e.g. layering, mixing media and adding texture
- Use a sketchbook to plan and develop simple ideas and store information on colour mixing, the colour wheel and colour spectrums.
- Select different size brushes to create different marks appropriate to the desired outcome

### **Knowledge for this unit**

- Recap portrait means
- Understand the difference between warm and cold colours
- Recap a colour wheel
- Giuseppe Arcimboldo (painter) born in Italy in 1527
- He was well known for his painting of portraits using fruit

### **Previous knowledge**

Self-portraits exploring skills above

Observational drawing (nature)

Landscape drawing of school building (Ted Harrison)

### **Key Vocab:**

- Texture
- Sketch
- Proportion