

'On a dark, dark night'

Year 2 Term 2

The final showdown!
Christmas Nativity
performed by Key Stage
one

The BIG Questions...

Are owls really afraid of the dark? Why do we celebrate Bonfire night? Why is Remembrance day important? Is Christmas the same all over the world?

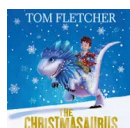
Suggested artist...

Vincent Van Gogh



Lead story and others...

The owl who was afraid of the dark (Jill Tomlinson), Owl non-fiction texts, The Christmasaurus (Tom Fletcher).



Opportunities for visits, visitors and outdoor learning...

- Visit to the WW1 trench & tank
- Look at the change of season - what do you notice?
- Visit from a Police Officer (PSHE link)

Key Skills and Knowledge

Possible activities

History

As historians we will...

- Learn about some events and significant individuals (Guy Fawkes) beyond living memory that are significant locally and nationally or globally.
- recognise why people did things, why events happened and what happened as a result.
- place Guy Fawkes within a timeline of events to gain a better understanding of when they happened.
- discuss reliability of photos, accounts and stories about the Gunpowder Plot.
- compare two versions of the same event.
- communicate our knowledge through role play, discussion and writing.


- Understanding own history - create own timeline.
- Class timeline of events from prehistoric times to today - events/key people that chn learn about throughout the year to be displayed
- Wanted poster of Guy Fawkes / Robert Catesby detailing crime etc
- Diary entry
- Role play sequence of events
- Hot seat Guy Fawkes

PSHE

As Wentworth citizens we will...

- learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.
- learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
- recognise people who look after us, our family networks, who to go to if we are worried and how to attract their attention.
- understand about the ways that we can help the people who look after us to more easily protect us.
- recognise that we share a responsibility for keeping ourselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including

- How have they changed and developed? - link to History learning (timeline)
- Police Officer to talk to children about safety.
- Scenarios and role play when to say yes, no, I'll ask and I'll tell

	<p>knowing that we do not need to keep secrets.</p> <ul style="list-style-type: none"> learn what is meant by 'privacy'; our right to keep things private; the importance of respecting others' privacy. 	
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> generate ideas by drawing on our own and other people's experiences. develop our design ideas through discussion, observation, drawing and modelling. identify a purpose for what they intend to design and make. identify simple design criteria. make simple drawings and label the parts. Measure, cut (and score) with some accuracy. use hand tools safely and appropriately. assemble, join and combine materials in order to make a product. Follow safe procedures for food safety and hygiene including washing hands, equipment and preparing work-surfaces. talk about our ideas, saying what we like and dislike about them. evaluate our products as they are developed, identifying strengths and possible changes they might make. evaluate against our design criteria. 	<ul style="list-style-type: none"> Design and make a Christmas cracker Make Christmas biscuits
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> describe how a festival is celebrated. describe what happens and what is being celebrated at Eid ul Fitr and Passover. describe what happens during Ramadan. consider questions such as how might these foods help people remember this festival? (Eid ul Fitr and Passover) think of reasons why some people choose to fast during Ramadan. give reasons why some people like to celebrate important events. 	<ul style="list-style-type: none"> Christmas Story - play rehearsal and performances Role play to retell story Fact file about Eid Comparing and sorting differences between festivals using sorting hoops
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> begin to describe colours. make different tones of one colour, lightening and darkening by using different colours. use pastels and chalk to make controlled marks. create and experiment with regular and irregular patterning. explore the work of Vincent Van Gogh, describing the similarities and differences between the artist's work and their own. talk about our own work, and the techniques we have used. Continue to gain experience in weaving, both 3D and flat e.g. grass through twigs. 	<ul style="list-style-type: none"> Tone study through pastels to recreate 'Starry Night' as a year group Link study of owls to 'Starry Night' to create a pastel study using Van Gogh techniques and patterns Create patterns with natural/found objects to replicate patterns in 'Starry Night.' Firework weaving on a plate 
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> log on with our y** and name practice our mouse control open programs use a safe website to search for information or pictures Practice typing, using spaces and how to use capital letters. To save a document in the correct folder. To highlight text with the cursor. 	<ul style="list-style-type: none"> Should we share information? Create a fact page about an owl, including clip art and a picture from a safe website. Text will need to be modified to create titles and subheadings (link to Term 1 writing).

	<ul style="list-style-type: none"> • To use bold/ italic/ underline. • To save a document in a new location. • To retrieve a saved document. • To insert clip-art. 	
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> • learn whether Christmas is celebrated in other countries. 	<ul style="list-style-type: none"> • compare celebrations through discussion and craft
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending. • work cooperatively in a team. • use hitting, kicking or rolling in a game. • perform dances using simple movement patterns. • change the rhythm, speed, level and direction in my dance. • dance with control and co- ordination. • make a sequence by linking sections together. • sequence and remember a short dance • use dance to show a mood or feeling. • develop control of movement using. • move with rhythm in the above actions. • demonstrate good balance. • move in time with music. • coordinate arm and leg actions (e.g. march and clap). • interact with a partner (e.g. holding hands, swapping places, meeting and parting). • recognise the changes in the body when dancing and how this can contribute to keeping healthy. 	<ul style="list-style-type: none"> • Firework dance. • Create own games with rules - aiming, hitting and kicking.