

In this topic children look at events beyond living memory (focus on transport) and continue their work from term 1 on 'All about Me'. They will be filling a box with special memories from across the term to share with parents and carers. They will also be organising a vintage transport rally and selling healthy pizzas at it!

**History**

**Intent**—To be able to identify how vehicles have changed over a period of time.

Sequence of learning

Observe & use artefacts (e.g. photographs, toys, film clips etc) , sort into categories and note similarities and differences between them.

Enquiry Question—how can you tell if something is old? Discuss ideas together then re-observe artefacts and images through a historian's eyes.

Place objects and images on a time line, noting changes as time moved on.

Investigate one time period further (led by children), invite locals to come onto the school field with their vehicles for our own 'Sennen Rally'

**Continuous provision**—vehicles, wheel painting, sand outside to make tracks.

**Impact**

Children will have an understanding of chronology and can interpret the past from a range of sources.

**Geography**

**Intent** - to be able to recall the continents and oceans of the world, and name the 4 countries that make up the UK

This content was covered in term 1. This term we will be revisiting this knowledge in using it to identify where in the world our parents came from and using it as a class display.

**Impact**

Children will demonstrate retained knowledge of the oceans, continents and the 4 countries in the UK.

**Science**

**Intent**—to be able to recall facts learned in term 1

In term 1 children learned to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. This term we plan to revisit this content through short quizzes and activities, as well as explore ways we can keep healthy through our D & T project.

**Impact**

Children will demonstrate retained knowledge of the parts of the human body and the importance of the 5 senses.

**Computing**

**Intent**—to develop pupils' understanding and confidence to use a range of tools for digital painting.

Sequence of learning

Introduce the freehand tools available for digital painting.

Introduce the line and shape tools and revisits the fill and undo tools used for digital painting. Learners create their own digital painting in the style of an artist.

Introduce a range of shape tools, allowing them to create a painting in the style of an artist.

Develop understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky.

Select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist.

Compare their preferences when creating paintings on computers and on paper.

Continuous provision— Lap top available in play room linked to printer and large screen for children to create their own pieces of art.

**Impact**

Children will draw on skills learned and artists studied and create a piece of artwork to print and add to our gallery.

**PSHE**

**Intent**—to be able to understand our emotions and maintain a healthy body and mind.

Sequence of learning

**Healthy mind:**

Describe feelings and identify strategies to manage them

Discover the importance of laughter

Identify our own strengths and development areas.

**Healthy body:**

Understand the importance of sleep

Identify ways we can keep ourselves clean and what allergies are.

Know how we can stay safe in the sun, whatever the time of year.

Identify people who can help us to keep healthy.

**Impact**

Children will have gained a greater understanding of the identity and will know ways they can keep themselves healthy.

Art

**Intent**—To develop drawing and sketching techniques and use different media to create pieces.

**Sequence of learning**

Look at works of different portrait artists, discuss techniques & share opinions.

Explore the work of Vincent Vangough, including his brief history

Use sketch books to practise different line techniques and shapes using pencil.

Use sketch books to practise drawing different features of people (e.g. eyes, noses etc)

Use sketch books to explore different lines and textures with pastel, using Vangough as a reference

Create a portrait using pencil and pastel.

**Continuous provision**—different famous artist portraits, mixed media

**Impact**

Children will be able to create a portrait in the style of Vincent Vangough

D & T

**Intent**—to know what foods are healthy and what the body needs to grow and repair.

**Sequence of learning**

Why do we eat food? What does it do for our body? Introduce project of setting up a pizza business. Design logo.

Where do ingredients come from? Explore the different ingredients in a pizza and their origins (geography link). Tasting session of toppings.

Survey in school and at home—what are your favourite toppings?

Explore food groups and their function. Group different toppings into food groups.

Design pizzas with a healthy range of toppings

Make Pizzas

Set up pizza stall and sell.

**Impact**

Children will have designed, prepared and cooked healthy Pizza's to sell at our transport rally.

Music

**Intent**—To be able to perform a song (singing and instruments) to an audience

**Sequence of learning**

Listen and appraise (every lesson) identifying instruments & genre and being able to state an opinion.

Learn how to sing the song 'round and round'.

Sing the song and play instrumental parts within the song.

Sing the song and improvise using voices and/or instruments within the song.

Sing the song and perform composition within the song.

Choose a song to perform. Start to prepare for the end-of-unit performance.

Perform song to an audience

**Impact**

Children will rehearse and perform a song confidently to an audience including using some instruments.

RE

**Intent**—to find out if everyone does the same thing at Christmas time and why it is so special to Christians.

**Sequence of learning**

Discussion—what does your family do around Christmas time?

Talk about new arrivals, preparing for a baby and what experiences children have had. What would it be like to prepare from God on Earth?

Discuss nativity story and why it is so important to Christians. Sequence.

Explore Jewish festival of Hannukah

Compare Hanukah and Christmas—what similar messages do they give?

Look at Christmas time around the world.

**Impact**

Children will have a good understanding of how different religions and cultures celebrate in winter time.

Texts that match our topic

