

Essential Question: What is it like in the Polar regions?	Year 2: Autumn Term		Visit: Feren's Art Gallery and Hull Landmarks Polar Animal Dress Up Day	
Community Links: Harvest Festival – Local Church and a local charity to share food donations. Carol Concert	Enterprise Activity (B: Community): A carol concert at Morrisons			
Key Outcomes	Key Outcomes		Key Outcomes	
<p align="center"><u>Science</u></p> <p>How are animals suited to their habitats? Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (animals and plants suited to the Polar environment) Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p align="center"><u>History</u></p> <p>The lives of significant individuals Robert Falcon Scott 1868-1912 Pupils will recognise how and why Robert Falcon Scott and his voyage to the Antarctic was important and the significance of being one of the first explorers to explore the Antarctic. They will learn about the relevance his efforts had on modern day life today. (Science and personal values). Pupils will sequence events on a timeline for Scott's expeditions to the Antarctic. They will use photographs to ask and answer questions about the past.</p>		<p align="center"><u>Computing</u></p> <p>Effective Browser Searching (Unit 2.5) Pupils will learn what the Internet is. They will search for information. Pupils will look at the Internet, the web, browsers and search engines. They will search with Google. Pupils will be taught the basics of search. Pupils will look at the main pages and buttons they will encounter while using search engines. Presenting Ideas (Unit 2.8) Children will explore how a story can be presented in different ways. They will make a quiz about a story or class topic. They will be taught how to extract information from a2Connect file to make a publisher fact file on a nonfiction topic, add appropriate clipart, photos and tables. Children will then present their fact file to the class.</p>	
<p>Topic: Polar Regions Zoo time A Reggae Song for Children. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), and children will learn how these musical concepts, singing and playing instruments are all linked. Children will perform their accompaniments to the class . Christmas-Ho Ho Ho Look at Ho Ho Ho - a fun Christmas song and compare with other Christmas songs across the decades. Pupils will Listen & Appraise other Christmas music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>	<p align="center"><u>Geography</u></p> <p>Pupils will expand their <u>place and location knowledge</u> this term by investigating polar regions. They will use maps and globes to identify hot and cold places and use geographical vocabulary to identify human and physical features of the different environments. They will compare and contrast the polar regions with a place they know.</p>	<p align="center">Polar Regions</p>	<p align="center"><u>PE</u></p> <p align="center">Multi-Skills Gymnastics Dance Tag Rugby Skills</p>	<p>Questions, Questions (2:3)</p> <p>This unit builds on previous learning about the world and creation in Unit 1.2 Caring for the world. It provides opportunities for children to develop and explore their own big questions and understand that there may not be a single, straightforward answer to these questions. They will also look at some of the answers faith members may offer. Pupils will focus on answering a big question, 'What are my hopes for the world?'</p>
<p align="center"><u>Art</u></p> <p>Printing Pupils will create an individual animal using collage. They will use materials with different texture and appearance to represent the physical features of polar animals.</p> <p>Drawing Pupils will draw polar scenes using pencils and crayons. They will show pattern and texture by adding dots and lines and use their drawings to make a calendar.</p>	<p>Mechanics: Design and make a Christmas Card using a lever to move a polar animal Pupils will use pictures and words to convey what they want to make and use drawings to record ideas as they are developed. Pupils will add notes to drawings to help explanations. They will plan out the sequence of techniques using adverbs of time to signify chronology and select and name the tools they need to create their card. Pupils will describe the purpose of the product and evaluate how well it does its job (show movement). They will discuss how closely their finished product meets their design criteria.</p>			<p align="center"><u>PSHE</u></p> <p align="center">Being me in my world</p> <p>Children will explore their hopes and fears, rights and responsibilities, rewards and consequences, and create a learning charter</p> <p align="center">Celebrating differences</p> <p>Children will learn about boys and girls, why bullying happens, standing up for themselves and others, making a new friend and celebrating differences and still being friends.</p>