

Autumn Term 2020 Year 2 (KS1)

Connected Curriculum Theme: Peace and Conflict

Attitudes: Causes of disagreement and conflict and personal classroom and household levels.

Some ways of avoiding, managing and resolving conflict.

Topic: Significant people in history who have all had a huge impact on making positive change

Context: Brave change-makers/ Inventors (Term 2 - Alexander Graham Bell and Thomas Edison)

Brave Change-makers Outcome: Term 2 - Explore materials to create a final product that will help to solve a problem.

Our Big Question: What could we invent that could help to solve a problem?

Learning Questions:

What is a problem?

How do people feel when there is a problem?

How can we resolve a problem and make someone feel happy?



Some Facts (Knowledge & Understanding)

Annie Edson Taylor was an American schoolteacher who, on her 63rd birthday (October 24, 1901), became the first person to survive a trip over Niagara Falls in a barrel. Her motives were financial but she never made much money from her adventure.

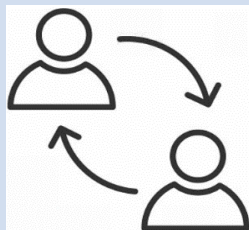


Philippe Petit is a French high-wire artist who gained fame for his high-wire walk between the towers of Notre Dame Cathedral in Paris, 1971 as well as his high-wire walk between the Twin Towers of the World Trade Center in New York City, on the morning of 7th August 1974.

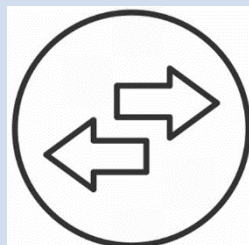


Skills

Communication - Children will be able to participate in discussions that affect self, others and the wider world by stating opinions and starting to give reasons for these in addition to listening carefully to others.



Managing Change - Describe feelings about changes in own life and locality



Vocabulary Dozen

| | | | |
|-------------------|--|------------|---|
| Cascading (water) | To fall from one level to the next, pouring downwards rapidly and in large quantities. | Fame | Being known or recognised by many people. |
| Churning | To move about vigorously. | Fortune | 1. A large sum of money. 2. What happens to a person (chance or luck) |
| Spectator | A person who watches at a show, game or other event. | Conquer | To successfully overcome a problem or weakness. |
| Reporter | A person who reports news or conducts interviews for the press or broadcasting media. | Convince | 1. To cause someone to believe that something is true. 2. To cause someone to agree to do something. |
| Inspire | To fill someone with the urge or ability to do or feel something, especially to do something creative. | Motive | A reason for doing something. |
| Passion | A strong feeling of intense enthusiasm. | Remarkable | 1. Unusual or exceptional. 2. Worthy of being noticed or mentioned. |

| Subject | Term 1 Learning | |
|---|--|---|
| Core Texts & Writing |  <p>Narrative: What happens next for Humpty Dumpty?</p> |  <p>Non-fiction: Newspaper report on Annie's fall or Philippe's tightrope walk</p> |
| Reading Skills | <p>Make predictions and provide evidence: I predict that... I think this because...</p> <p>Read fluently (sounding out unfamiliar words) with attention to punctuation</p> <p>Extract meaning in discussion and draw simple inferences</p> <p>Discuss vocabulary</p> | |
| Mathematics | <p>Number: Place Value, Addition and Subtraction</p> | |
| Science (Thurs PM - Mr Chappell) | <p>Knowledge and understanding of the uses of everyday materials</p> | |
| Religious Education (Tues PM - Miss Tomlinson) | <p>What is the good news Jesus brings? (Gospel)</p> | |
| Computing | <p>Online Safety</p> | |
| Physical Education | <p>Invasion games (skill focused and non contact)</p> | |
| Geography | <p>Name and locate countries and cities using maps</p> | |
| History | <p>Study significant people in world history and understand some of the ways in which people's lives have shaped this nation.</p> | |
| Art | <p>Portraits and textiles (including artist study)</p> | |
| Jigsaw | <p>Recovery Package (supporting returning to school after lockdown) and Being Me in My World</p> | |
| Music | <p>Hands, Feet, Heart by Joanna Mangona - A song that celebrates South African music (adapted for COVID version)</p> | |
| French | <p>I'm learning French</p> | |

