



Year 2 Units of Inquiry:

Health, Identity & Culture An inquiry into: <ul style="list-style-type: none"> Identity Health & Well being (physical, mental, social, spiritual) Life cycles Beliefs & Values Relationships (Families, friends, communities, cultures) Rights and responsibilities Shared humanity 	Time & Place An inquiry into: <ul style="list-style-type: none"> Orientation in time and place Personal histories Journeys (explorations, migrations, discoveries) Relationships between generations Relationships between cultures and civilizations (legacies) 	Expression, Communication & Creativity An inquiry into: <ul style="list-style-type: none"> Communication Expression Symbols (language, arts, maths) Creativity Interpretation Information literacy 	Science, Technology & The Natural World An inquiry into: <ul style="list-style-type: none"> Our Connection to the natural world The Power of Technology The Principles of science Impact on the environment Sustainability 	Community and Responsibility An inquiry into: <ul style="list-style-type: none"> Groups Family Government Groups in other cultures Social responsibility Community Relationships Work Production & consumption 	Environment & Sustainability An inquiry into: <ul style="list-style-type: none"> Sustainability Access to (finite) resources (people & living things) Need and wants Rights and responsibilities Peace and conflict resolution
Autumn 1	Spring 2	Autumn 2	Spring 1	Summer 1	Summer 2
<p>Traditions and celebrations influence relationships</p> <ul style="list-style-type: none"> How do families celebrate different events? <u>Form</u> Why do families celebrate the way they do? <u>causation</u> How does that <u>connect</u> people together? 	<p>Significant people and events <i>cause change</i>.</p> <ul style="list-style-type: none"> What makes something significant? What <u>changes</u> did they <u>cause</u>? What are different <u>perspectives</u> on changes? How can we interpret information about the past? (reflection) 	<p>Images communicate ideas and information.</p> <ul style="list-style-type: none"> How are images used in different media? How do images communicate information? How do we interpret and respond to images? 	<p>Forces impact on movement</p> <ul style="list-style-type: none"> How do things move? (function) What are forces? (form) How do we use forces? 	<p>In a workplace people share responsibility towards a common goal.</p> <ul style="list-style-type: none"> - Why are there goals in different workplaces? - Why do people have roles and responsibilities in workplaces? 	<p>Living things depend on each other at all stages of their life cycles.</p> <ul style="list-style-type: none"> How do living things <u>change</u>? Why do things live where they do? <u>causation</u> How re living things <u>connected</u>?

Health, Identity & Culture - Autumn 1

Big Idea: Traditions and celebrations influence relationships

RE	<ul style="list-style-type: none"> • Celebrations - Name and explore a range of celebrations, worship and rituals in a range of religions, particularly hinduism, noting similarities where appropriate
PSHE	<p>Relationships</p> <ul style="list-style-type: none"> • how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts • how to respect equality and diversity in relationships <p>Living in the Wider World</p> <ul style="list-style-type: none"> • about different groups and communities <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • about managing change, such as puberty, transition and loss <p>(Look at traditions such as rites of passage, funerals)</p>
Art Traditional Indian Art Diva lamps Rangoli Patterns	<p>3D Form</p> <ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. <p>Collage</p> <ul style="list-style-type: none"> • Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills.
Music How is music used in traditions and celebrations?	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs for celebrations • play tuned and untuned instruments musically to perform for celebrations • listen with concentration and understanding to a range of high-quality live and recorded music from different traditions and celebrations • experiment with, create, select and combine sounds for a celebration
DT Cooking and nutrition	<ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. http://www.eathappyproject.com/ <p>Make healthy meals from different cultures for celebrations.</p>
Computing Information Technology	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content <i>(create posters and invites using digital media)</i>
English Text type focus	<p>Read Stories from other cultures about celebrations / traditions. Read and write Instructions for making items for the celebration. e.g. My Chinese New Year, Divali, recipes for celebration food and for making decorations.</p>

Time and Place - Spring 2

Big Idea: Significant people and events *cause change*

History	<ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally- history of the train station • the lives of significant individuals in the past who have contributed to national and international achievements e.g. Thomas Bland and the Coal industry). Some should be used to compare aspects of life in different periods • significant historical events, people and places in their own locality- History of Kippax, Bland Family, Normans and Cheeney Basin.
Geography	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
Art http://www.kippaxartgroup.co.uk/	Drawing - Sketches of local buildings <ul style="list-style-type: none"> • Layer different media, eg crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour
Music	Significant people in music <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music
Computing Digital Literacy	<ul style="list-style-type: none"> • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify • where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p><i>Research skills- Cheeney Basin</i> <i>Powerpoint- timeline of Kippax</i> <i>Class Video of our learning</i></p>
English Text type focus	Read and write: extended stories connected to inquiry. information books on the history of the local area.

Expression, Communication & Creativity - Autumn 2

Big Idea: Images communicate ideas and information

<p>RE</p>	<ul style="list-style-type: none"> • Symbols - Identify and suggest meanings for <u>hindu</u> symbols and begin to use a range of religious words. • Explore how <u>hindu</u> beliefs and ideas can be expressed through the arts and communicate their responses. Use images from Hinduism to base artwork on. • Ask and respond imaginatively to puzzling questions, communicating their ideas
<p>PSHE</p>	<p>Relationships</p> <ul style="list-style-type: none"> • how to recognise and manage emotions within a range of relationships • (Connect to images being used to communicate messages which develop relationships or help deal with emotions)
<p>Art Anthony Browne</p>	<p>Painting - Illustrations for picture books inspired by Anthony Browne</p> <ul style="list-style-type: none"> • Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques.
<p>Music</p>	<p>Simple graphic notation</p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Record compositions using simple graphic notation</p>
<p>Computing Information Technology</p>	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content <p><i>make their own digital story based on the author Anthony Browne</i></p>
<p>English Text type focus</p>	<p>Read different stories by the same author - Anthony Browne. Write stories inspired by this author</p>

Science, Technology & The Natural World - Spring 1

Big Idea: Forces impact on movement

Science	<p>Forces and magnets</p> <ul style="list-style-type: none">• compare how things move on different surfaces• notice that some forces need contact between two objects,• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object• identify the effects of air resistance, water resistance and friction, that act between moving surfaces• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Art	<p>Printing - Explore forces through printmaking</p> <ul style="list-style-type: none">• Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.• Design patterns of increasing complexity and repetition.• Print using a variety of materials, objects and techniques.
Music	<p>How does force impact on sound?</p> <ul style="list-style-type: none">• play tuned and untuned instruments musically• experiment with, create, select and combine sounds using the inter-related dimensions of music.
DT	<p>Design, make and evaluate models.</p> <p>Technical skills to be taught:</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>
Computing	<p>Digital Literacy</p> <ul style="list-style-type: none">• recognise common uses of information technology beyond school• use technology safely and respectfully, keeping personal information private; identify• where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p><i>Search technology and content evaluation - note taking from video</i></p> <p><i>How to access information on the internet</i></p>
English Text type focus	<p>Read and write explanation texts. Use poetry as a way of showing understanding of scientific concepts</p> <p>e.g write explanations of science experiments and of scientific concepts. Label scientific diagrams.</p>

Community and Responsibility - Summer 1

Big Idea: In a workplace people share a responsibility towards a common goal.

RE	<ul style="list-style-type: none"> Believing - Reflect on how spiritual and moral values - relate to their own behaviour in a workplace and compare with hindu morals
PSHE	<p>Relationships</p> <ul style="list-style-type: none"> how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts how to respect equality and diversity in relationships <p>Living in the Wider World</p> <ul style="list-style-type: none"> about respect for the self and others and the importance of responsible behaviours and actions about rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities to respect equality and to be a productive member of a diverse community
Art Antony Gormley	<p>3D Form - Collaborative art project - 'Field' http://www.tate.org.uk/whats-on/tate-liverpool/exhibition/antony-gormley-field</p> <ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.
Music	<p>How do people work together to make music?</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music <p>If possible, arrange a live performance and opportunity to interview a band / choir / orchestra.</p>
DT	<p>Design, make and evaluate products linked to inquiry e.g. bags</p> <p>Technical skills to be taught:</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable e.g. making bags collaboratively (paper mock ups then fabric)
Computing	<p>Computer Science</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs
English Text type focus	<p>Read and write a range of non fiction texts connected to the inquiry.</p> <p>Not connected to the inquiry: Extended stories: Stories from Roald Dahl- Charlie and the Chocolate factory</p>

Environment & Sustainability - Summer 2

Big Idea: Living things depend on each other at all stages of their life cycles.

Science	<p>Animals, including humans</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • 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 • identify and name a variety of plants and animals in their habitats, including micro-habitats • 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. • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
Geography	<ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
PSHE	<p>Living in the Wider World</p> <ul style="list-style-type: none"> • about the importance of respecting and protecting the environment
Art	<p>Painting - Rousseau inspired habitat paintings. Could be made 3D</p> <ul style="list-style-type: none"> • Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques
Music	<p>Songs about living things</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs
DT	<p>Design, make and evaluate products for habitats e.g. bug houses</p> <p>Technical skills to be taught:</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable
Computing Digital Literacy	<ul style="list-style-type: none"> • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
English Text type focus	<p>Read and write a range of non fiction texts and stories about living things, life cycles and habitats.</p>

