**Woodlands Primary School Creative Curriculum**

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| **Woodlands_Small_Version_JPEGConnector:** The Big Freeze | **Year Group:** 2 | **Woodlands_Small_Version_JPEGTerm and cycle:** Spring 1 A |

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| **Teaching** | | | | | | | | | **Learning** | | |
| **Subject** | **Wk1** | **Wk2** | | **Wk3** | **Wk4** | | **Wk5** | **Wk6** | **Outcome** | **Success Criteria** | **Context** |
| **English** | Poetry Really Looking | Adventure Stories Lost & Found | | | | | Non chronological Report - Penguins | | Stories | Do: Write an adventure story about a boys journey to a cold place  Know: The structure of a story  Understand: How writers include description to heighten suspense | South Pole |
| **Maths**  Lost and Found Movie | Singapore Maths | | | | | | | | Compass Challenge | Do: Navigate a story map using compass directions  Know: A range of position and directional language  Understand: How to plot accurately on a map | South Pole |
| Chp 7  Temperature | | Chp 8  Picture Graphs | | | Chp 9  More Word Problems | | |
| **Science** | Y2 Living Things & Their Habitats | | | | | | | | Display | Do: Observe living things inntheir habitats  Know: How living things survive and adapt in their habitats  Understand: That there are different habitats and living things | UK V South Pole |
| **Geography** | South Pole Study: International Cold Place | | | | | | | | Whole class Fact Book | Do: Research into the South Pole and use geographical terminology  Know: Where the South Pole is in relation to the UK  Understand: Similarities/differences between the UK and South Pole | UK V South Pole |
| **Computing** | Art Software | | | | | | | | Painted Picture | Do: Use art software to create an icy landscape with a character  Know: How to change tools and colour for different effects  Understand: ICT can create different art outcomes | South Pole |
| **PSHCE** | Going for Goals - SEAL | | | | | | | | Personal Target | Do: Create a personal target that develops achievement in a given area  Know: How to break down larger targets into smaller steps  Understand: How a personal goal/target can impact upon self-development | Target |
| **PE**  Cooking Ice Lollies | Net and Wall Games | | | | | | | | Weather Dance | Do: Work in small groups to represent different seasons  Know: Key steps and moves for different times of year  Understand: That dance can be themed | Weather |
| Gymnastics 2 | | | | | | | |
| **Music** | Music Linked To Weather | | | | | | | | Storm Soundtrack | Do: Use voice, body and percussion instruments to represent the weather  Know: How to use instruments to create storm sounds  Understand: That music can create an atmosphere | Weather |
| **DT** | Cooking | | | | | | | | Ice Lollies | Do: Design and make a range of healthy ice lollies  Know: How to mix ingredients to create different flavours  Understand: The importance of working with food in a hygienic way | South Pole |
| **RE** | Year 2: How special is the relationship Jews have with God? | | | | | | | | Stories | Y2: Make a Mezuzah  Know: Commandments given by G-d  Understand: Why Jews keep G-ds laws | Judaism |
| **Challenge** | Can You Pack A Suitcase For The Penguin | | | | | | | | Packed Suitcase | Do: Discuss and decide on key objects for the penguins journey  Know: The sort of items we take on a journey  Understand: Why those items have relevance to an individual | South Pole |

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| **Skills Taught and Applied**  **Key:**  **S = Skill**  **L = Level**  **T = Taught**  **A = Applied** | 1 Speak effectively for different audiences.  3 Understand others through talk.  10 Develop a range of mental calculation strategies and apply in different contexts.  15 Use a range of information sources  22 Contribute to small group and whole class discussions.  30 Reflect and critically evaluate their own work.  37 Solve problems faced in learning and life.  44 Manage own and others feelings appropriately | **Cross-Curricular links**  **Music, Literacy, DT, ICT, Geography** | **Quality Text**  Lost And Found – Oliver Jeffers |
| **Discrete Subjects – Elements of RE, PE and Maths** | |