

**Y2 2018-19**  
**Topic Planning**  
**Spring 2019: Dragons**

Week / NC link	Session 1	Session 2
<p><b>1</b>  <b>ART</b>            - Use experiences and ideas as the inspiration for artwork            - Share ideas using drawing, painting and sculpture            - Explore a variety of techniques</p>	<p style="text-align: center;">Inset</p>	<p><b>To create a piece of art work using different media</b>  <b>Explain</b> to the ch that they are going to draw a dragon step by step.  <b>Elicitation:</b>  <b>What could we use to create a piece like this?</b>  <b>Explain / model activity:</b>            Discuss listening and following along with drawing each section, staying in the correct boxes.            Children to draw the dragon following the instructions until complete.</p>
<p><b>2</b>  <b>SMSC:</b>            - To become reflective            - To develop curiosity in their learning and as thoughtful, responsible individuals            - Take part in social skill activities            - To develop awareness of others            - To develop and apply understanding of morals</p> <p><b>Science:</b>  <b>Living things &amp; their habitats</b>            - 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 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</p>	<p><b>To understand the moral Respect</b>  <b>Elicitation:</b> What is RESPECT?            Start to make a whole class mindmap.            Then watch  <a href="https://www.youtube.com/watch?v=1ZGsmw3f5Ik">https://www.youtube.com/watch?v=1ZGsmw3f5Ik</a>  <a href="https://www.youtube.com/watch?v=DmqRNU_Wzbc">https://www.youtube.com/watch?v=DmqRNU_Wzbc</a>  <a href="https://www.youtube.com/watch?v=TmRjyQIWYQg">https://www.youtube.com/watch?v=TmRjyQIWYQg</a>  <a href="https://www.youtube.com/watch?v=GOzrAK4gOSo">https://www.youtube.com/watch?v=GOzrAK4gOSo</a></p> <p><b>Discuss:</b> do we need to add anything to our mindmap or change anything?</p> <p>Ch to choose one idea and write it on a scales for the dragon.</p> <p>Individual shields.</p>	<p><b>To explore and compare the differences between things that are living, dead, and things that have never been alive</b></p> <p><b>Elicitation:</b> Give out a selection of photos of various objects such as a stone; a fallen leaf; an animal bone; a fossil; a feather; a piece of plastic; a metal nail/screw; a flowering plant; a tree; pond weed; an artificial flower; a child; various animals.            Ask the children to hold up their pictures and think carefully about how we could sort the various things; trying to sort things into groups can cause problems so we need criteria/labels.  <b>Activity:</b> children to blu tac their pictures on a class sorting sheet divided into 'never been alive', 'living', and 'dead'.</p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• Why certain objects have been put in 'the never been alive' group.</li> <li>• Why certain objects have been put into 'the living group' and what they have in common. What are the seven processes of life? - movement; respiration; sensitivity; growth; reproduction; excretion; nutrition.</li> <li>• Where have they placed the fallen leaf, piece of paper, fossil, feather or animal bone? Why? (Once alive but now dead).</li> </ul> <p><b>Activity:</b> Ask the children to focus on the <b>living group</b>. Can this group be split into two groups, giving reasons for their choice. With a duplicate set of photos ask the class to classify the <b>living group</b> into 'plants' and 'animals'. Focus on how they have sorted the objects into 'plants' and 'animals' and the criteria they have used. <b>USE BOTH PIECES OF SUGAR PAPER WITH GROUP SORTING FOR EVIDENCE ON BOARD.</b></p>

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<p>habitats, incl micro-habitats          - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify an name different food sources</p>		
<p>3  <b>Music:</b>          - play tuned and un-tuned 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> <p><b>SMSC:</b>          - To become reflective          - To develop curiosity in their learning and as thoughtful, responsible individuals          - Take part in social skill activities          - To develop awareness of others          - To develop and apply understanding of morals</p>	<p><b>To listen to and explore a range of Chinese parade music</b>          Show children a clip of the parade.  <b>Discuss the instruments used in the parade, what could you hear?</b>  <b>What were the instruments?</b>  <b>Elicitation: Do you know what tempo/dynamics/pitch are?</b>          Discuss meaning of each one.          Practise and explore using un-tuned instruments ready for second session.          Which do you think would suit the parade music?</p>	<p><b>Create Chinese dragon music using instruments and body percussion.</b>          Show children the clip of the Chinese dragon music.          Children to compose their own dragon music using un-tuned instruments in small groups.  <b>Discuss, what will the tempo/dynamics/pitch need to be?</b>          Find a metronome and demonstrate four beats to a bar.          Ch to work in groups to create a composition to represent/match video clip.          Ch to choose a sound each and create notation using spider, shhh, slug.          4 beat bar but ch can choose to double the bars for each sound, effectively making 8 beats.          Each sound to represent either a spider (2 quavers 2 x 1/8 note) or slug (crotchet ¼ note, 1 solid beat).          Shh can be used if rests are required.</p>
<p>4          RE/SMSC - Learning about Festivals / Cultures:          Knowledge skills and understanding in relation to the meaning of key Christian festivals and those of another</p>	<p><b>To learn about Chinese New Year</b>  <b>Elicitation: what do you already know about Chinese New Year?</b>  <b>Discuss how we celebrate our New Year.</b>          Look at how it is celebrated in China.  <a href="https://www.twinkl.co.uk/resource/t-t-4795-how-chinese-new-year-is-celebrated-photo-powerpoint">https://www.twinkl.co.uk/resource/t-t-4795-how-chinese-new-year-is-celebrated-photo-powerpoint</a>          Read the Chinese New Year story and talk about which animal year it is this</p>	<p><b>To create a Mother's Day card and fire breathing dragon craft</b>          Card:          Explain that we'll be making a dragon egg card this year as part of our topic. Look at example card with children. Discuss necessary equipment they will use and how to complete the card.          Fire breathing dragon craft:          Discuss with children what they think we might need to create our</p>

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<p>religion for believers; the way these are celebrated and what children may learn about their own lives from them, through an exploration of the following key question: Why do we celebrate?</p> <p>Art:          - to use a range of materials creatively to design and make products          ☑ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination          ☑ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>year, the pig.  <a href="https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-chinesenewyearperformance">https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-chinesenewyearperformance</a>          Ask children where the pig came in the race.          Create a pig mask and order pictures of Chinese New Year and add a caption to go with each one.</p>	<p>dragon.          Explain the steps and specific skills needed to complete their craft.  <a href="https://www.twinkl.co.uk/resource/t-t-9072-chinese-new-year-paper-craft-dragon">https://www.twinkl.co.uk/resource/t-t-9072-chinese-new-year-paper-craft-dragon</a></p>
<p>5: ESafety Week:          Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school</p>	<p><b>To know about ESafety</b>          Elicitation: What is Esafety?          Discuss ESafety (powerpoint)          Play:          Internet safety quiz          Activity 1:          Give each group a selection of prompt cards. Ch to discuss answers as group. Groups to then share with class.          Activity 2 :          Create online safety posters for the classroom</p>	<p><b>To celebrate and learn about Indian culture</b>          Elicitation: What do you already know about India? Have you been there before?          Watch BBC programme Introduction to India  <a href="https://www.bbc.co.uk/programmes/p0114qyl">https://www.bbc.co.uk/programmes/p0114qyl</a>          Where is India? What do you think they eat?          Food tasting with a variety of Indian snacks.          Indian music and dance – link in with PE.</p>
<p>5 Science</p>	<p>Science: Forces</p>	<p>Science: Forces          To be confirmed.</p>

**Y2 2018-19**  
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<p>6</p> <p><b>Science:</b>  <b>Animals, incl humans</b>  - notice that animals, incl humans, have offspring which grow into adults  - find out about and describe the needs of animals, incl humans, for survival (water, food and air)</p>	<p><b>To notice that animals, incl humans, have offspring which grow into adults</b></p> <p><b>Elicitation:</b>  What does offspring mean?  Can you name babies and adults?</p> <p><b>Watch</b>  <a href="https://www.bbc.co.uk/education/clips/z8x76sg">https://www.bbc.co.uk/education/clips/z8x76sg</a></p> <p>Play match the offspring to the adult.  Look at a life cycle. Children to have information on their table. Work as a group to create a life cycle wheel for their animal using the information.</p>	<p><b>Find out about &amp; describe the basic needs for survival</b></p> <p>Ask the chn to sit on the carpet and explain that they are now stranded on a desert island. The sun is beating down and no boats have been seen for ages. Ask them how they feel and emphasise that they might be really hot, frightened or excited by the adventure. <b>Ask them: This desert island has nothing on it from your home. It has sun, sea, sand and a bit of shelter, but nothing else. What would you really miss from home if you were stuck on this island for a long time?</b> Ask them to share their ideas, one at a time. <b>Then ask them to consider: What one thing would make you happy? Is it the same as the thing you would miss the most?</b> Ask them to share their ideas, this time with their partner and then with the class.</p> <p><b>Now what if I told you that the boat that might pass by is a small local boat and can't carry lots of things. It can only carry the things we definitely need to survive. Shall we make a list together, in case the boat comes by?</b> Scribe for the chn, encouraging them to consider the basics of survival (clean water, basic food, something to keep them warm and a means of keeping clean). Pick up on any of their suggestions that are non-essential and talk about what makes them so. Write some suggestions down, knowing that they may have been included in a different way on the list already. At the end of the list, review the items together as a class and cross out any that they think are the same or too similar. Read the list together and ask if anything is surprising (the list is very short).</p> <p><b>Ask the class: So what do humans need to survive? Why do we need food and water?</b> (Nutrients and to keep hydrated so that our bodies keep working properly.) <b>If we had our pets on the island with us, how would the list change? What do our pets need to survive? How would our list change?</b> Ask the class to imagine being on the island with a child's pet. Ask the child what their pet needs to survive. Could it survive on the same things we could? T</p> <p>In topic groups: ask ch to write down the things they need the most for basic survival - two headings such as: "Things I need to survive", "Things I need for happiness".</p> <p>As a class - ch to explain why the items in the second group are non-essential but how they would help them be comfortable and happy.</p>
Half Term		

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<p><b>7 &amp; 8</b>  <b>D&amp;T</b>  Pupils should be taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making. When designing and making, pupils should be taught to:</p> <p><b>Design</b>  - Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p><b>Make</b>  - Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.  - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p><b>Create a Papier Mache dragon egg</b>  Tell the children you would like them to create a dragon egg. Show children a picture or example of the finished product they are working towards. Demonstrate how to create your dragon egg. Each child to blow up a balloon. Use strips of newspaper to dip into watered down PVA glue, layering on to your balloon until completely covered and to a solid thickness.</p>	<p><b>Create a Papier Mache dragon egg</b>  Continue to complete papier mache egg.  Discuss how you would like your egg to look once finished.  In topic books; design your egg including all feathers, sequins, gems and label as appropriate.  In books, record the equipment needed so far and the instructions you have had to follow to get to this point in your egg making.</p>
<p><b>9</b>  <b>Science:</b>  <b>Living things &amp; their habitats</b>  - 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 habitats provide for the basic needs of different kinds of</p>	<p>To identify that most living things live in habitats to which they are suited and describe how habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Show the children the habitat compilation video:  <a href="https://www.bbc.co.uk/education/clips/zdshfg8">https://www.bbc.co.uk/education/clips/zdshfg8</a></p> <p><b>Elicitation:</b> What does the word 'habitat' mean?  Establish that a habitat is a place where an organism lives. An organism is another word for a living thing, including plants and animals. Some organisms can be found in lots of different habitats, while others can only survive in one type of habitat.</p> <p>What might happen if an organism is taken out of its natural habitat and placed into a different one or if the habitat changes due to different weather</p>	<p>To identify and name a variety of plants and animals in their habitats, incl micro-habitats</p> <p>What must a habitat provide? - everything that an organism needs to survive - water, food, shelter, and protection - otherwise the organism will not be able to live there and will die. Why does an animal need protection? (from other animals that might it or its young).  Camouflage?  How do plants and animals depend on each other? Discuss a robin – what is the habitat? What does the habitat provide? Garden with trees/plants/undergrowth – feeds on insect and the insects feed on the plants (no plants/no insects/no robins).</p> <p><b>Evaluation:</b> Which animals were the easiest to match to their habitats? Why? Which animals might belong to different habitats? Which animals might you find in the wild in this country?</p>

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<p>animals and plants, and how they depend on each other          - identify and name a variety of plants and animals in their habitats, incl micro-habitats</p>	<p>or human interference? - it will die, why?</p> <p><b>Activity:</b>  <a href="file:///C:/Users/user/Downloads/Animals_And_Their_Habitats.pdf">file:///C:/Users/user/Downloads/Animals_And_Their_Habitats.pdf</a>          Pictures of animals and some pictures of habitats. Carefully cut out each picture. Match each animal to its habitat. Think of one or two things that the habitat provides for the animal, such as water, food, shelter, warmth, or protection.</p>	
<p>10  <b>Geography</b>          Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p><b>Use observational and fieldwork skills</b>          Revisit human and physical features from last term.          Discuss what they mean.          Explain to children that they will need to use their observational and fieldwork skills to find habitats within the local area.          Create a grid to complete whilst exploring.          Name of habitat – observational drawing – occupant(s).          Go on a walk to the park/pond.          Using a clipboard/pencil and your observational skills to identify and draw local habitats.</p>	
<p>11  <b>RE</b>          Tell stories from the Bible and recognize a link with the concept of 'good news'.          Give clear, simple accounts of what Bible texts mean to Christians.</p>	<p><b>Easter &amp; Mother's Day Assembly</b></p>	<p><b>What is the good news that Christian believe Jesus brings?</b>          Elicitation: do you know what good news means to Christians? What did Jesus bring to them?          Discuss the teachings of Jesus, including forgiveness and peace.          Explain how Christians put this into practice as part of their daily routines.          Explore John 14.27 Jesus promises his followers peace.          What stops you having peace in your life? Discuss worries etc.          Listen to Make me a Channel of your Peace  <a href="https://www.youtube.com/watch?v=ihhvm6eLWZI&amp;safe=true">https://www.youtube.com/watch?v=ihhvm6eLWZI&amp;safe=true</a></p>
<p>12          History          The lives of significant individuals in Britain's past who have contributed to our nation's achievements          Key events in the past that are significant nationally and globally:          St George's Day</p>	<p><b>Learning about St George &amp; the Dragon</b>          Discuss the legend of St George &amp; the Dragon. What do you already know?          Tell story of George and the Dragon.          Retell the story.          Draw out story on a comic strip sheet and add in caption for each section.</p>	<p><b>Dragon &amp; the Knight on Purplemash</b></p> <p>Model how to use the game 'Dragon &amp; the Knight' on purplemash.          Demonstrate how to add in a picture.          Type in information related to St George using the story starters given.          In partners, take turns to play.</p>