

Understanding the World- Science

- By **talking about ways of answering their questions.**
- By **constructing a simple food chain** that includes humans (e.g. grass, cow, human).
- By **describing** the conditions in different habitats and micro-habitats (under log, on stony path, under bushes).
- By **finding out how** the conditions **affect** the number and type(s) of plants and animals that live there.
- By **observing, through video or first-hand observation and measurement**, how different animals grow.
- By **asking questions** about what things animals need for survival **suggesting ways to find answers to their questions.**

Expressive Arts and Design- Art

Observational drawings and paintings using Georgia O'Keefe as inspiration.

Music:
Charanga – Friendship module.

Literacy, communication and language- Computing

Use technology to create, organise, store, manipulate and retrieve digital content.

Use graphing software to produce simple pictograms, tables and charts.



Year 2

The Wind in the Willows



Stimulus: Forest School

Visit/Visitors: NISCU

End of Unit Celebration:

A trip to the beach

Local/National/Global Links:

Local area – school grounds habitats and habitats in other areas.

Expressive Arts and Design- D&T

Design brief – To make a puppet to retell the story of the Wind in the Willows.

- Explore existing products and investigate how they have been made.
- Discuss their work as it progresses.
- Select materials from a limited range that will meet the design criteria.
- Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.
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Personal, Social and Emotional Development

RE

How do symbols help us to understand the meaning of the story?

What do you think this means?

Why is Easter the most important festival in the Christian calendar?

What has saving people and rescue got to do with Jesus and Easter?

Physical Development- PE

Dance and gymnastics:

Master basic movements including balance, agility and coordination and begin to apply these to dance routines created by themselves and others.

Perform simple dances using simple movement patterns.

Rugby:

Participate in team games, developing simple tactics for attacking and defending.

Master basic movements including running, throwing, catching as well as developing balance, agility and co-ordination, and begin to apply these to a range of activities.

Understanding the World- History/Geography

Weather study.

Looking at the weather patterns of the UK and carrying out a study over time of changes to our weather.

 Please see links to National Curriculum Maths

 Please see links to National Curriculum English.

Skerton St Luke's – Curriculum Teams 2018/2019



Understanding The World

- History, Geography and Science

Teacher/s: Mrs Billington, Mrs Patterson and Mrs Heywood

Teaching Assistant: Miss Dunkeld and Miss Grime

Governor: Sandra Thornberry



Literacy, communication and language

- English, French and Computing

Teacher/s: Mrs Goodwin, Miss Garnett and Ms Leong

Teaching Assistant: Miss Cokell

Governor: Kath Foster



Physical Development

- Physical Education

Teacher/s: Miss Garnett

HLTA/Teaching Assistant: Miss Baldock, Mr Parkinson

Governor: Steve Hunt



Expressive Arts and Design

- Art, Design Technology and Music

Teacher/s: Ms Leong, Miss Butler and Miss Thompson

Teaching Assistant: Mrs Pace and Ms Mullineux

Governor: Helen Smith



Personal, Social and Emotional Development

- PSHE, P4C and RE

Teacher/s: Mrs Patterson, Mrs Billington and Miss Butler

Teaching Assistant: Miss Stephenson and Miss Lund

Governor: Maxine Kneeshaw



Inclusion

- SEN, AGT, PPG and Pupil Progress

Teacher/s: Mrs Armistead, Miss Thompson, Mrs Walling-Lewis and Mrs Stephenson

Teaching Assistant: Mrs Holroyd

Governor: Lucy Ellis



Mathematics

- Maths

Teacher/s: Mrs Patterson

Teaching Assistant: Mrs Plevy

Governor: Marcus Harding