

Life in all its fullness - through learning and love.



### Termly Foundation Plan

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>Art</b>  Topic Focus  Colouring mixing	<b>NC Objective</b>  To develop a wide range of art techniques using colour.	<b>NC Objective</b>  To develop a wide range of art techniques using colour.	<b>NC Objective</b>  To develop a wide range of art techniques using colour.	<b>NC Objective</b>  To develop a wide range of art techniques using colour.	<b>NC Objective</b>  To develop a wide range of art techniques using colour.	<b>NC Objective</b>  To develop a wide range of art techniques using colour.	<b>NC Objective</b>  To develop a wide range of art techniques using colour.
	<b>Key Knowledge</b>  To discuss how colours are used in everyday life.	<b>Key Knowledge</b>  To explore the three primary colours.	<b>Key Knowledge</b>  To learn how to mix primary colours to create secondary colours.	<b>Key Knowledge</b>  To know how to create different tones by mixing different colours.	<b>Key Knowledge</b>  To learn about an artist and their work.	<b>Key Knowledge</b>  To create artwork using their knowledge of colour mixing.	<b>Key Knowledge</b>  To celebrate and evaluate the artwork of their own creations as well as their peers.

Term: Spring

Year Group: 2

	<p><b>Topic Vocabulary</b></p> <p>Tone, light, dark, artist, mixing, creation, everyday life, modern, shades, colour wheel, evaluate.</p>				<p><b>New Year 2 Vocab</b></p> <p>Tone, primary, secondary, abstract, gallery</p>			
<p><b>Computing</b></p> <p>Topic Focus</p> <p>Coding</p>	<p><b>NC Objective</b></p> <p>To understand what algorithms are; how they are implemented as programs on digital devices.</p>	<p><b>NC Objective</b></p> <p>To understand what algorithms are; how they are implemented as programs on digital devices.</p>	<p><b>NC Objective</b></p> <p>To understand what algorithms are; how they are implemented as programs on digital devices.</p>	<p><b>NC Objective</b></p> <p>To understand what algorithms are; how they are implemented as programs on digital devices.</p>	<p><b>NC Objective</b></p> <p>To create and debug simple programs.</p>	<p><b>NC Objective</b></p> <p>To create and debug simple programs.</p>	<p><b>NC Objective</b></p> <p>To create and debug simple programs.</p>	
	<p><b>Key Knowledge</b></p> <p>To have an understanding of algorithms and how they are implemented.</p>	<p><b>Key Knowledge</b></p> <p>To have an understanding of what code does.</p>	<p><b>Key Knowledge</b></p> <p>To introduce how you could change and improve upon a game.</p>	<p><b>Key Knowledge</b></p> <p>To understand the commands used and creating your own code in game.</p>	<p><b>Key Knowledge</b></p> <p>To create code to draw shapes using "Move the turtle."</p>	<p><b>Key Knowledge</b></p> <p>To become familiar with debugging variables and bugging programs.</p>	<p><b>Key Knowledge</b></p> <p>To become familiar with debugging variables and bugging programs.</p>	
	<p><b>Topic Vocabulary</b></p> <p>Instructions, implement, program, codes, building, activity, steps, commands.</p>				<p><b>New Year 2 Vocab</b></p> <p>Algorithm, digital, devices, implement, activity, steps, commands, debug, variables, process.</p>			

Term: Spring

Year Group: 2

<b>Design Technology</b>  <b>Topic Focus- Food – a balanced diet</b>	<b>NC Objective –To</b> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	<b>NC Objective -</b> To use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	<b>NC Objective -</b> To use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	<b>NC Objective -</b> To use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	<b>Unit outcomes</b>  Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>• Name the main food groups and identify foods that belong to each group.</li> <li>• Describe the taste, texture and smell of a given food.</li> <li>• Think of four different wrap ideas, considering flavour combinations</li> <li>• Construct a wrap that meets the design brief and their plan.</li> </ul>
	<b>I know what makes a balanced diet</b>	<b>I can test different food combinations</b>	<b>I can design a healthy wrap</b>	<b>I can make a healthy wrap</b>	
	<b>Key Knowledge</b>  I know the four main food groups	<b>Key Knowledge -</b>  I can describe the taste and texture of food	<b>Key Knowledge</b>  I can think of four different food combinations	<b>Key Knowledge</b>  I can construct my design	
<b>Topic Vocabulary</b>  Healthy, nutritional, options, packaging, growth, fair trade, quantity, ingredients, design, evaluate, importance, appearance.				<b>New Year 2 Vocab</b>  Variety, nutritional, container, import, export, fair trade and period.	

Term: Spring

Year Group: 2

<b>Geography</b>  Topic Focus  What a wonderful world.	<b>NC Objective</b>  To name and locate the world's seven continents and five oceans.	<b>NC Objective</b>  To name and locate the world's seven continents and five oceans.	<b>NC Objective</b>  To name and locate the world's seven continents and five oceans.	<b>NC Objective</b>  To identify locations of hot and cold areas of the world in relation to the equator and the North and South Poles.	<b>NC Objective</b>  To identify locations of hot and cold areas of the world in relation to the equator and the North and South Poles.	<b>NC Objective</b>  To use simple compass directions (North, South, East and West)	<b>NC Objective</b>  To name and locate the world's seven continents and five oceans.
	<b>Key Knowledge</b>  To use atlases to identify the seas that surrounds the UK.	<b>Key Knowledge</b>  To name and locate the world's seven continents and five oceans.	<b>Key Knowledge</b>  To understand what causes waves in the sea and the effect waves have on coastlines and beaches.	<b>Key Knowledge</b>  To identify locations of hot areas in the world.	<b>Key Knowledge</b>  To identify locations of cold areas in the world.	<b>Key Knowledge</b>  To use simple compass directions and directional language to move around a map.	<b>Key Knowledge</b>  To consolidate knowledge of Oceans & Seas.
	<b>Topic Vocabulary</b>  Oceans, width, investigate, wave, human, physical, features, tourist, compass, British, coastlines, directions, language, north, south, east, west, knowledge, consolidate hot, cold, weather, temperate, adapt.				<b>New Year 2 Vocab</b>  Continents, directional, north, south, east, west, Northern Hemisphere, Southern Hemisphere, climate zones, climate: cold/polar, temperate, , adapt.		

Term: Spring

Year Group: 2

<p><b>History</b></p> <p>Topic Focus</p> <p>Titanic</p>	<p>NC Objective</p> <p>To understand events beyond living memory that are significant nationally or globally.</p>	<p>NC Objective</p> <p>To understand events beyond living memory that are significant nationally or globally.</p>	<p>NC Objective</p> <p>To understand events beyond living memory that are significant nationally or globally.</p>	<p>NC Objective</p> <p>To understand events beyond living memory that are significant nationally or globally.</p>	<p>NC Objective</p> <p>To understand events beyond living memory that are significant nationally or globally.</p>	<p>NC Objective</p> <p>To understand events beyond living memory that are significant nationally or globally.</p>	<p>NC Objective</p> <p>To understand events beyond living memory that are significant nationally or globally.</p>
	<p>Key Knowledge</p> <p>To be introduced to the Titanic</p>	<p>Key Knowledge</p> <p>To understand the reasons and results behind a historical event.</p>	<p>Key Knowledge</p> <p>To have a debate on who was responsible for sinking the Titanic.</p>	<p>Key Knowledge</p> <p>To organise the events into a detailed timeline and make links with how the Titanic changed today's ship designs.</p>	<p>Key Knowledge</p> <p>To describe the experiences of Titanic passengers from different social backgrounds.</p>	<p>Key Knowledge</p> <p>To explore how the sinking of the Titanic has now changed the way ships are made.</p>	<p>Key Knowledge</p> <p>To consolidate learning and explore artefacts from the Titanic.</p>
<p><b>Core Vocab</b>          Past, present, old, new, modern, history, historian, historical, date order, chronological order, evidence, sources</p> <p><b>New Vocab</b>          Passengers, on board, event, responsible, captain, charged, iceberg, discuss, debate, sink, significant, contract, employment, class, passengers, social background, iceberg, artefacts, disaster.</p>							

Term: Spring

Year Group: 2

<p><b>Music</b></p> <p><b>Topic Focus</b></p> <p><b>Musical Activities</b></p> <p><b>Improvise and Compose.</b></p> <p><b>Rock</b></p>	<p><b>NC Objective</b></p> <p>To listen with concentration and understanding to a range of high quality live and recorded music.</p>	<p><b>NC Objective</b></p> <p>To use their voices expressively and creatively by singing songs.</p>	<p><b>NC Objective</b></p> <p>To use their voices expressively and creatively by singing songs.</p>	<p><b>NC Objective</b></p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>NC Objective</b></p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>NC Objective</b></p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>NC Objective -</b></p> <p>To perform, listen to, review and evaluate music.</p>
	<p><b>Key Knowledge</b></p> <p>To listen and appraise music.</p>	<p><b>Key Knowledge</b></p> <p>To improvise using voices and instruments.</p>	<p><b>Key Knowledge</b></p> <p>To improvise using voices and instruments.</p>	<p><b>Key Knowledge</b></p> <p>To use knowledge of improvising, playing and composing to help perform music.</p>	<p><b>Key Knowledge</b></p> <p>To use knowledge of improvising, playing and composing to help perform music.</p>	<p><b>Key Knowledge</b></p> <p>To use knowledge of improvising, playing and composing to help perform music.</p>	<p><b>Key Knowledge</b></p> <p>To use knowledge of improvising, playing and composing to help perform music.</p>
<p><b>Topic Vocabulary</b></p> <p>Appraise, warm up, vocals, tone, pitch, beat, genre, instrumental, rock, reggae, blues, rhythm, soul, funk, improvise, composition,</p>							