

	Creating Units of Work – Making the links in Essential Content	Year 2
Name	Castles	
Standard		
SMSC		
Maths		
Literacy		
Curriculum Links	<p>Science Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	
	<p>Geography Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	
	<p>DT Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	
	<p>Art and Design 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 About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	

	<p><u>History</u> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. Significant historical events, people and places in their own locality.</p>
Hooks	

	Creating Units of Work – Making the links in Essential Content	Year 2
Name	SATS – ‘The Magic Pebble’	

Standard	
SMSC	
Maths	
Literacy	
Curriculum Links	<p><u>Art</u></p> <ul style="list-style-type: none"> • Annotate work in a sketch book • Review what they and others have done. Say what they think and feel. What they might change. • Mix and match colours using objects. • Mix a range of secondary colours, shades and tones. • Print using a variety of materials, objects and techniques. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. <p><u>Design</u></p> <ul style="list-style-type: none"> • Generate ideas by drawing on their own and other people’s experiences • To identify a purpose for what they intend to design and make. <p><u>Science</u></p> <ul style="list-style-type: none"> ▪ observe and describe how seeds and bulbs grow into mature plants ▪ Electricity <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Geography</u></p> <ul style="list-style-type: none"> • Begin to use appropriate geographical vocabulary • Make appropriate observations about why things happen. • Express views on the environment of a locality and recognise how people affect the environment.
Hooks	Going to the beach

	Creating Units of Work – Making the links in Essential Content	Year 2
Name	Monsters	
Standard		
SMSC		
Maths		
Literacy	Instruct, Poetry, Entertain (spell books)	
Curriculum Links	<u>Science</u>	
	<p><u>Geography</u> Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings.</p> <p>Follow directions.</p> <p>Follow a route on a map.</p> <p>Begin to understand the need for a key.</p>	
	<p><u>Art and Design</u> Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</p>	

ICT Enter and correct text.

Know when and how to use the SPACE BAR.

Know when and how to use the RETURN / ENTER key.

Save work in text form.

	Creating Units of Work – Making the links in Essential Content	Year 2
Name	Australia	
Standard		
SMSC		
Maths		
Literacy		
Curriculum Links	<p><u>Science</u> 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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	
	<p><u>Geography</u> 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.</p>	

	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>
	<p><u>DT</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>
	<p><u>Art and Design</u> 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><u>Computing</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
<p>Hooks</p>	

	Creating Units of Work – Making the links in Essential Content	Year 2
Name	Pirates	
Standard		
SMSC		
Maths		
Literacy		
Curriculum Links	<p><u>Science</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	
	<p><u>Geography</u> Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	
	<p><u>Art and Design</u> 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><u>Computing</u> Create and de-bug simple programs.</p>	
	<p><u>History</u> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</p>	
	<p><u>Music</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	

	<p><u>DT</u> Select from a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Select from a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable.</p>
Hooks	

	Creating Units of Work – Making the links in Essential Content	Year 2
Name	Christmas- Frozen	
Standard		
SMSC		
Maths		
Literacy		
Curriculum Links	<p>Science Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	
	<p>Art and Design 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>Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	
Hooks		

	Creating Units of Work – Making the links in Essential Content	Year 2
Name	On-going Provision	
Curriculum Links	Science – Healthy Eating Programme Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	
	DT – Healthy Eating Programme Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.	
	Art and Design 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.	
	Computing – E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
	DT Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	
	Music Listen with concentration and understanding to a range of high-quality live and recorded music	
Hooks		