

Details With Same Value Exist



JOHN HELLINS PRIMARY SCHOOL

Being the best we can be

Year Group

Year 2



Term

Summer



Project
Title/Theme

Who Wants to be Famous?



Subject

Select Subject



Notes

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Summer	Who Wants to be Famous?	Computing	To know how to predict the behaviour of simple programs. To know how to problem solve. To know how to form clear and precise algorithms and instructions. To know how to use a keyboard and type independently. To know how to use technology safely and respectfully.	To be able to predict whether a program/code will be successful or unsuccessful when using Scratch Jr. To be able to debug (problem solve) when working on coding on Scratch Jr. To become more confident when creating algorithms on Scratch Jr., ensuring they are clear and precise and meet the end goal. To be able to use a keyboard and a mouse confidently and independently. To be able to use technology safely and respectfully at all times.	Program, programming, debug, problem solve, evaluate, algorithm, create, manipulate, retrieve, goal, safety, keyboard, type, communicate, search, browse, design, internet, website, online, privacy/private, password.

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Year 2	Summer	Who Wants to be Famous?	DT and Cooking and Nutrition	<p>To know how to design a purposeful, functional and appealing product based on design criteria (designing)</p> <p>To know which materials and components to select according to the design criteria, including; construction materials, textiles and food (technical knowledge and making)</p> <p>To know how to make a product better by evaluating existing products (evaluating)</p>	<p>To be able to combine materials.</p> <p>To be able to use appropriate components to join materials – gluing or sewing.</p> <p>To be able to explore existing products and compare them to their own.</p>	Textiles, sew, needle, thread, join
Year 2	Summer	Who Wants to be Famous?	Geography	To know the symbols used on a map. (port, shop, harbour, office, school, symbol)	To be able to add simple symbols onto an imaginary map, including shop, school, harbour, office, and port.	Symbol, map, shop, school, harbour, office, port, weather, ship, moor, coast, load, unload.

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Year 2	Summer	Who Wants to be Famous?	History	<p>To know the people that are linked to major events in our past, such as Samuel Pepys (Great Fire of London) and Neil Armstrong (Moon Landings) both from Yr 1.</p> <p>To understand the lives of significant individuals in the past who have contributed to national and international achievements - example is Mary Seacole and Florence Nightingale who both did a similar job but did not receive the same notariety, and why this was. (Power and conflict)</p> <p>To know we get information from people and books, but because it was so long ago it may not be completely accurate as we don't have firsthand accounts or sometimes not even photos.</p>	<p>To be able to sequence artefacts closer together in time, and check using technology.</p> <p>To be able to sequence photos from different periods of their life.</p> <p>To be able to describe memories of key events in their lives.</p> <p>To be able to recognise why events happened and what happened as a result, accounts or stories.</p> <p>To be able to identify differences between ways of life at different times.</p> <p>To be able to compare two versions of a past event.</p> <p>To be able to compare pictures or photos of people or events in the past.</p> <p>To be able to discuss reliability of photos.</p> <p>To be able to use a source and answer questions from the past on the basis of simple observations.</p>	<p>Memory, life, year, baby, adult, life span, anachronism, chronological order, era/period, The Tudors, The Stuarts, The Gunpowder Plot, plotters, Parliament, secret, King James, Guy Fawkes, Catholic, Protestant, traitor, treason, The Great Fire of London, Samuel Pepys diary, danger ,Christopher Wren St Paul's Cathedral, explorers, Columbus, Armstrong, travel, encounter, impact, significant, brave, pioneer, Atlantic Ocean, America, space rocket, moon landing, The Mexico Lifeboat Disaster, storm, rescue, danger, survive, memorial, investigate, research, evidence, historians, experts, letters, newspapers, websites, detective, opinion, artefact</p>

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Year 2	Summer	Who Wants to be Famous?	Music	<p>To know how to make an uptempo beat that could be used for a catwalk.</p> <p>To know about different types of popular music and singers who have shaped this genre.</p> <p>To know how to play the ocarina (summer term).</p>	<p>To be able to use instruments to create an uptempo beat, deciding which works well and why.</p> <p>To be able to identify the features of popular music and why it is successful.</p> <p>To be able to appreciate some famous singers of pop music, such as Michael Jackson, Elton John, Lady GaGa, Tina Turner, Taylor Swift etc.</p> <p>To be able to learn the basic skills of the ocarina with a final performance.</p>	<p>Pulse, tempo, uptempo, beat, long, sustained, rhythm, structure: beginning/middle/end, rehearse, perform, sounds: singing, whispering, hitting, shaking, plucking and strumming, genre, musician.</p>

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Year 2	Summer	Who Wants to be Famous?	PE	<p>To know how to work as a team to achieve a common goal within a game. (Games)</p> <p>To know how to move around a space for a specific reason or intent.</p> <p>To know how to differentiate between an attack and defender.</p> <p>To know what good performance could look like in a specific game.</p> <p>To know how to send with a variety of techniques and control a ball when it is passed with a range of balls. (MultiSports)</p> <p>To know where to aim on a body with a dodgeball to have the most success of hitting the target.</p> <p>To know different basic paces in running. (Athletics Activities)</p> <p>To know how to change pace when running.</p> <p>To know different ways of jumping using a combination of 1 or 2 legs.</p> <p>To know which jumps are the shortest.</p> <p>To know which jumps are the longest.</p> <p>To know different types of</p>	<p>To be able follow rules within a game.</p> <p>To show clear sending and receiving skills with a range of balls.</p> <p>To be able to move with purpose and reason around a playing space.</p> <p>To be able to play a part as an attacker and defender.</p> <p>To watch and describe performance.</p> <p>To be able to use a range of different basketball throws and control the ball when it is passed.</p> <p>To be able to use a range of different netball throws and control the ball when it is passed.</p> <p>To be able to use a range of kicks to send a football and stop it when it is passed.</p> <p>To be able to send and receive a rugby ball.</p> <p>To be able to throw a dodgeball with accuracy and with varying powers.</p> <p>To be able to control a hockey ball with a hockey stick.</p> <p>Running:</p> <p>To be able to travel at different speeds.</p> <p>To be able to run at different paces, describing the different paces.</p> <p>To be able to use a variety of different stride lengths.</p>	<p>Offensive, Defensive, Teamwork, Performance.</p> <p>Pass, Long distance pass, Short distance pass, Control, Accurate, Power</p> <p>Disciples, Varying, Javelin, Pace, Distance</p> <p>Cricket bat, Tennis racket, Ready position, Swing</p>

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				<p>equipment which can be thrown in athletics.</p> <p>To know different ways of throwing different pieces of equipment.</p> <p>To know how to control a hockey ball.</p> <p>To know what the ready position is. (Racket and Ball Skills)</p> <p>To know how to hold and hit a tennis racket.</p> <p>To know what rallying is.</p> <p>To know a different range of bat types and how to hold them and hit them at different distances.</p>	<p>To be able to complete an obstacle course.</p> <p>To vary the speed and direction in which they are travelling.</p> <p>To be able to run with basic techniques following a curved line.</p> <p>To be able to begin to select the most suitable pace and speed for distance.</p> <p>Jumping:</p> <p>To perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>To combine different jumps together with some fluency and control.</p> <p>To jump for distance from a standing position with accuracy and control.</p> <p>To investigate the best jumps to cover different distances.</p> <p>To choose the most appropriate jumps to cover different distances.</p> <p>Throwing</p> <p>To throw different types of equipment in different ways, for accuracy and distance.</p> <p>To throw with accuracy at targets of different heights.</p> <p>To investigate ways to alter their throwing technique to achieve greater distance.</p> <p>To know and be able to show the ready</p>	

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					<p>position</p> <p>To be able to hit a tennis ball successfully towards a target with a tennis racket</p> <p>To be able to hit a tennis ball successfully towards a target with a cricket bat</p> <p>To begin to be able to rally on the floor between two with some level of consistency</p> <p>To correctly hit a range of balls and bat/rackets at different ranges with accuracy</p> <p>To move towards a ball and attempt to strike the ball with a racket.</p>	

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Year 2	Summer	Who Wants to be Famous?	RE	<p>To understand what makes a Muslim special (Yr 1 taught they knew what was important to them).</p> <p>To understand the importance of Islamic stories such as The Prophet and the Ants (EYFS The Crying Camel). (Stories)</p> <p>To understand why the world is special and what makes the Potterspurty area special</p> <p>To understand what the special texts are for each religion and how they are read and cared for (Yr 1 Bible and EYFS Tora).</p>	<p>To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions.</p> <p>To be able to use religious keywords and facts to describe the important events in the lives of religious founders.</p> <p>To be able to use religious keywords describe what the important symbols of each religion are.</p> <p>To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture.</p> <p>To be able to describe what religious people do to show that they are committed to God.</p> <p>To be able to retell a religious story suggesting its meaning/moral.</p> <p>To be able to explain why different communities do different things.</p> <p>To be able to describe some reasons why people belong to a particular religion.</p> <p>To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God.</p> <p>To be able to compare one aspect of your own experiences in life so far with those of others.</p> <p>To be able to describe what your</p>	<p>Allah, Islam, Mosque, Muslim, Prophet, Quran.</p> <p>Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule,</p>

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					<p>influences in life are and compare and contrast these with the influences that other people have in their lives.</p> <p>To be able to understand that religious symbols, words and actions express a community way of living.</p> <p>To be able to identify similarities between religions.</p> <p>To be able to ask questions about puzzling aspects of life.</p> <p>To be able to compare your answers with the answers that a religious person would give.</p> <p>To be able to ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p> <p>To be able to identify truths and beliefs.</p> <p>To be able to express their own opinion and understand others may belief differently.</p>	

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Year 2	Summer	Who Wants to be Famous?	Science	<p>To know the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To know how the shapes of solid objects (plastic bottle, pipe cleaner, sock, drinking straw, playdough, towel, sponge, and elastic band) made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>To be able to compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school) and recording their observations.</p> <p>To be able to perform a test and record observations using these objects. Can you squash it? Bend it? Twist it? Stretch it?</p>	Material, sold, squash, bend, twist, stretch