


Project Title : Reach for the Stars - [2018 - Summer - Year 2 - 1/2]

Subject	Theme	Objective	Vocabulary	Resources
Art	Drawing, painting and sculpture	To be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Mirror image, Primary colour, Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade	
Computing	Computing uses (Theme)	To be able to recognise common uses of information technology beyond school.		
Computing	Computing using technology (Theme)	To know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.		
Cooking and Nutrition	Where food comes from (Theme)	To understand where food comes from.	mix, bake, sieve, cook, stir, recipe, taste, farm, field, vegetable, fruit, fat, carbohydrate, protein	
DT	Design - Ideas	To be able to design purposeful, functional, appealing products for themselves and other users based on design criteria.	design, make, evaluate, Technical, model, templates, mock-ups, tools, equipment, cutting, shaping, joining, finishing, stronger, stiffer, stable, levers, sliders, wheels, axles,	
DT	Design - Ideas	To be able to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	design, make, evaluate, Technical, model, templates, mock-ups, tools, equipment, cutting, shaping, joining, finishing, stronger, stiffer, stable, levers, sliders, wheels, axles,	

DT	Make - Using materials	To be able to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	strong, transparent, bendy,	
DT	Technical knowledge - Build structures	To be able to build structures, exploring how they can be made stronger, stiffer and more stable.	stronger, stiffer, stable	
Geography	Compass	To be able to 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.	north, south, east, west, direction, compass	Wall Map, Globes and Atlases
Geography	Maps, atlas and globe	To be able to 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.	atlas, globe, map, North, South, East, West, near, far, left, right,	Wall Map, Globes and Atlases
Geography	Skills and Fieldwork	To be able to use simple fieldwork & obs skills to study the geography of their school and grounds and key human & physical features of surrounding environment.	observe, record, landmark, environment	Wall Map, Globes and Atlases
History	History memories (Theme)	To know the changes within living memory; where appropriate, these should be used to reveal aspects of change in national life.	Memory, life, year, baby, adult, life span	
History	History significant events (Theme)	To know the 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].		
History	History significant individuals (Theme)	To understand 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].		

Science	Animals and Habitats	To be able to 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.	life processes, living, dead, food chains, habitat, microhabitat, survive, egg, chick, chicken, egg, caterpillar, pupa, butterfly, spawn, tadpole, frog, lamb, sheep, baby, toddler, child, teenager, adult	Pooters, pipettes, mini-beast resources
Science	Animals and Habitats	To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats.	life processes, living, dead, food chains, habitat, microhabitat, survive, egg, chick, chicken, egg, caterpillar, pupa, butterfly, spawn, tadpole, frog, lamb, sheep, baby, toddler, child, teenager, adult	Pooters, pipettes, mini-beast resources
Science	Animals and Humans	To be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	amphibians, birds, fish, mammals, reptiles, carnivore, herbivore, omnivore, sight, hearing, touch, taste, smell, animal, human, adult, develop, lifecycle, reproduce, offspring, young, diet, disease, exercise, hygiene, nutrition, head, neck, arms, elbows, legs, face, ears, eyes, hair, mouth, teeth	Model of ear
Science	Animals and Humans	To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	amphibians, birds, fish, mammals, reptiles, carnivore, herbivore, omnivore, sight, hearing, touch, taste, smell, animal, human, adult, develop, lifecycle, reproduce, offspring, young, diet, disease, exercise, hygiene, nutrition, head, neck, arms, elbows, legs, face, ears, eyes, hair, mouth, teeth	Model of ear

Science	Animals and Humans	To be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	amphibians, birds, fish, mammals, reptiles, carnivore, herbivore, omnivore, sight, hearing, touch, taste, smell, animal, human, adult, develop, lifecycle, reproduce, offspring, young, diet, disease, exercise, hygiene, nutrition, head, neck, arms, elbows, legs, face, ears, eyes, hair, mouth, teeth	Model of ear
Science	Everyday materials and uses	To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	object, material, hard, soft, stretchy, shiny, dull, rough, smooth, bendy, waterproof, absorbent, transparent, opaque, properties	
Science	Everyday materials and uses	To be able to identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.	object, material, hard, soft, stretchy, shiny, dull, rough, smooth, bendy, waterproof, absorbent, transparent, opaque, properties	
Science	Plants	To be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	weed, deciduous, evergreen, root, stem, leaf, flower, petal, fruit, seed, bulb, germination, seed dispersal, shoot, temperature, nutrition, blossom, trunk, branches	
Science	Sound	To understand that sounds get fainter as the distance from the sound source increases.	loud, quiet, soft, ear, sound, vibration, source	Model of the ear
Science	Using and Applying - observing	To be able to observe closely, using simple equipment.	question, idea, test, observe, evaluate, hypothesis, method,	
Science	Using and Applying - testing	To be able to perform simple tests.	question, idea, test, observe, evaluate, hypothesis, method,	

Notes : Superb Starter: AK to dress up as an astronaut. Tell the children about my life as Neil Armstrong. Chn write a question they would like to find out about space. MIUITM: Space Presentation Day - Chn will have made their own planet, information sheet about it and used the computer to print pictures. Teachers and pupils(If possible) to take a 'tour' outside where the children will give information about their planet. EE: Trip to the International Space Station or a Space experience in school, if possible. Children are also going to make vegetable soup using the plot ingredients. This is based on the study area of our planet. Class Texts: Man On the Moon, The Hackney Martian, The Smeds and The Smoos and Here We Are. There will be plenty of fiction and non-fiction books on display. CC Writing: Writing about Neil Armstrong, non-chronological report about the moon and other planets, newspaper reports, setting description when looking at the sky, missing alien poster and writing a dialogue between a human and an alien that has crashed on Earth. Learning Environment: NASA Rocket, space themed ceilings, planets, reading area with related texts, stations for independent learning.
