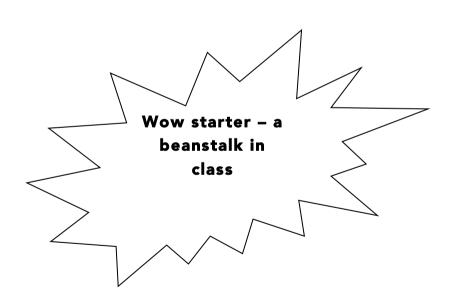
## At Churchwood Everyone Can

Year: 2 Term: 5

Topic Name: Who's afraid of the Big Bad

Book?

Subject / Topic Focus: Science – plants



Grand finale – a Ground Force Morning

A trip to From Farm to Fork

|           | Everyone Can Curriculum Coverage                |   |  |  |  |
|-----------|---|---|--|--|--|
| Subject   | Topic   | Coverage  |  |  |  |
| Science   | Plant growth                                    | To work scientifically  Ask simple questions.  Observe closely, using simple equipment.  Perform simple tests.  Use observations and ideas to suggest answers to questions.  Gather and record data to help in answering questions.  To understand plants  Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.  Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.  Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Democracy  Rule of law  Individual liberty |  |  |  |
| Geography | Different places and the plants that grow there | <ul> <li>To investigate places</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>To investigate patterns</li> <li>Identify land use around the school.</li> <li>To communicate geographically</li> <li>Use basic geographical vocabulary to refer to:</li> <li>Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>Democracy</li> </ul>   |  |  |  |

|                |  | Rule of law<br>Individual liberty   |
|----------------|--|---|
| Computing      | Espresso<br>Coding 2a                  | Democracy<br>Rule of law<br>Individual liberty  |
| Art and Design | Printing                               | To master techniques - e.g.: Printing  • Use repeating or overlapping shapes.  • Mimic print from the environment (e.g. wallpapers).  • Use objects to create prints (e.g. fruit, vegetables or sponges).  • Press, roll, rub and stamp to make prints.  Mutual respect |
| Music          | Charanga                               | Charanga<br>Mutual respect  |
| P.E            | PE Syllabus                            | Gymnastics<br>Mutual respect  |
| R.E            | ESCC Agreed<br>Syllabus                | Visiting a place of worship. Mutual respect Tolerance   |
| PSHE           | PSHEe syllabus                         | Democracy Rule of law Individual liberty Mutual respect Tolerance   |
| British Values | Democracy<br>Rule of law<br>Individual | Integrated with foundation subjects   |

| _ |  |
|---|--|
|---|--|

| Progression following the Letters and Sounds word banks and resources |  |
|---|--|
| Write a new adaptation of The Enormous Turnip                         |  |
| Write a play script of the Little Red Hen                             |  |
| Measuring plants (e.g.: beanstalks or sunflowers) Sorting plants      |  |
| Problem solving (e.g.: Chestnut trees have 3 branches, Oak trees have |  |
| 5 branches. There are 37 branches. Which trees are in the wood?)      |  |
| Multiplication focus  |  |
| Target writing focus to be determined following assessments           |  |
|   |  |