

# Half termly skills curriculum plan

Green Class 2

Summer term -2015/16

## Keelman's Way School

Week 1	Week 2	Week 3
<p><b>Science:</b> <b>L.A:</b> will be supported in finding the minibeasts. They will be helped to explore the area that the minibeasts are found in. <b>MA:</b> will explore the outside area and will find minibeasts. They will take pictures of the minibeasts that they find and will look at the places that they found them.</p> <p><b>ICT:</b> <b>L.A:</b> Will be supported in using their hands to create a picture of a habitat using the painting program. <b>MA:</b> Will create a picture of a habitat. They will select different sized brushes to create the required effect. They will change the colour to reflect the habitat.</p> <p><b>PSD:</b> <b>LA:</b> will be supported in going to different areas of the school yard. They will be shown a picture of that area before going there. Once there they will be helped to look for the picture of the minibeast. <b>MA:</b> will be shown a picture of an area from the school yard. They will then be encouraged to find that area and will look for the picture of the minibeast in that location.</p> <p><b>Geography:</b> <b>LA:</b> will be supported in exploring the polar environment. They will experience cold items and will listen to arctic sounds and look at polar items. <b>MA:</b> will explore a polar environment. They will then annotate a picture of the environment showing what they have learned about the way the people have adapted for this.</p>	<p><b>Science:</b> <b>L.A:</b> will be supported in matching the picture of the minibeast with the habitat that they live in. <b>MA:</b> will look at the pictures of the habitats that the minibeasts were found in. They will then annotate the picture to say what conditions each minibeast needed.</p> <p><b>ICT:</b> <b>L.A:</b> Will be supported in using the shapes to create a picture of the habitat. They will use the fill tool to create an effect. <b>MA:</b> will use the shape tool to create a picture of a habitat. They will explore the different fill options and effects as well as selecting other shapes and experimenting with the sizes.</p> <p><b>PSD:</b> <b>LA:</b> Will be supported in using the tools to tidy the area. They may focus on opening and closing the bags or opening and closing the litter pickers. <b>MA:</b> will look around the area and will talk about it as being clean or untidy. They will then discuss what effect this has and how it can be made to look more attractive. They will then tidy the area using the correct tools.</p> <p><b>Geography:</b> <b>LA:</b> will be supported in exploring the Mediterranean environment. They will experience some of the foods associated with the environment and will look at clothing and pictures. <b>MA:</b> will explore a Mediterranean environment. They will then annotate a picture of the environment showing what they have learned about this.</p>	<p><b>Science:</b> <b>L.A:</b> will be supported in gathering the materials to create the minibeast hotel. <b>MA:</b> will be using the materials to create a minibeast hotel for one of the minibeasts looked at in the previous lesson. They will add materials that the minibeasts need to live in.</p> <p><b>ICT:</b> <b>L.A:</b> Will be supported in selecting the different style brushes and then applying them to the paint program. <b>MA:</b> Will be experimenting with the different brush styles and the effects they can create. They will change the colours of the brushes.</p> <p><b>PSD:</b> <b>LA:</b> will be supported in cleaning the dirty area. They will be helped to hold the cleaning equipment in their hands and to move it in the correct direction. <b>MA:</b> will be looking at the area and will identify things that make the area dirty. They will discuss why this is not good and then will make the area clean. They will talk about why areas should be left clean.</p> <p><b>Geography:</b> <b>LA:</b> will be supported in dragging the pictures onto the different environments. <b>MA:</b> will be reminded of the two climates that we looked at in the previous lesson. They will then be given a sheet with a polar environment on one side and a Mediterranean environment on the other. They will then place objects associated with each on the correct picture.</p>

## Topic: Minibeasts

Week 4	Week 5	Week 6
<p><b>Science:</b> <b>L.A:</b> will be supported in placing the animals onto the food chain. <b>MA:</b> will explore a simple food chain. They will put the animals in the correct place and will explain the food chain.</p> <p><b>ICT:</b> <b>L.A:</b> will be supported in creating a logo for their minibeast hotel using the shape tool. They will be helped to change the colour of the shape and to layer them. <b>MA:</b> Will use the shapes to create a logo for their minibeast hotel.. they will use the fill effects for the shapes as well as resizing and layering.</p> <p><b>PSD:</b> <b>LA:</b> will be supported in walking around the outside areas of our school and finding the problem areas. <b>MA:</b> will talk to Cliff/Trevor about their daily cleaning activities. They will then walk around the outside area and will talk about problem areas in the school and what is usually found there.</p> <p><b>Geography:</b> <b>LA:</b> Will be supported in placing the seeds in the containers and sticking the symbols on the table. <b>MA:</b> will add the runner bean seeds to the containers and will place them in the designated areas. They will create the table to collect the results of the growth of the seeds.</p>	<p><b>Science:</b> <b>L.A:</b> will be supported in placing the animals onto the food chain. <b>MA:</b> will explore a simple food chain. They will put the animals in the correct place and will explain the food chain.</p> <p><b>ICT:</b> <b>L.A:</b> will be supported in adding a picture/clipart to the paint package. They will be helped to resize and then add effects to the picture. <b>MA:</b> will add photographs/clipart to the paint package. They will resize and move the images around before using the painting tools to add effects.</p> <p><b>PSD:</b> <b>LA:</b> will look at the cleaning equipment. They will be supported in holding the equipment and where appropriate, using the <b>MA:</b> will look at some of the equipment used by the cleaning staff. They will explore what the item is and how it can be used to clean an area.</p> <p><b>Geography:</b> <b>LA:</b> will be supported in sticking the objects onto the picture of the Tundra environment. <b>MA:</b> will be looking at the Tundra environment and will be looking at how the plants grown there and how the people and animals have adapted for this landscape. They will then be annotating a picture of this environment.</p>	<p><b>Science:</b> <b>L.A:</b> will be supported in sticking the names of the animal under the correct picture. <b>MA:</b> will be looking at how animals adapt to their environments. They will annotate the pictures stating how they have changed and why.</p> <p><b>ICT:</b> <b>L.A:</b> will be supported in combining all of the skills from the previous lessons. They will be helped to change the colour, use different brushes as well as adding pictures and resizing. <b>MA:</b> will be combining all of the skills from the previous lessons. They will be changing the colour, using different brushes as well as adding pictures and resizing and layering.</p> <p><b>PSD:</b> <b>LA:</b> will be supported in dragging the pictures and words into the document to create their poster. <b>MA:</b> will be creating a poster to point out the ways in which we can keep an area tidy. They will add equipment that could be used and reasons why the area needs to be tidy.</p> <p><b>Geography:</b> <b>LA:</b> will be supported in making a wind turbine. They will be helped to position the turbine so that it moves through wind/air. <b>MA:</b> will study a wind turbine. They will then make their own turbine and then annotate it to say the different aspects.</p>

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<p><b>R.E:</b> <b>LA:</b> will be supported in colouring the stained glass window in the style of the Humanist church. <b>MA:</b> will be looking at the beliefs of a Humanist. They will then create a stained glass window similar to the one from the Unitarian Universalist Church of Muncie.</p> <p><b>P.E:</b> <b>L.A:</b> will be supported in developing their throwing and catching skills. <b>M.A:</b> will explore throwing and catching skills. They will then lead onto using a racket to make the ball travel to a location. They will then build up to passing a shuttlecock over the net and then to another person.</p> <p><b>D.T:</b> <b>L.A:</b> will be supported in exploring the packaging. They will be helped to look at the inside of the containers. <b>M.A:</b> will be looking at the packaging. They will be looking at how the packaging had been made and with what materials. They will annotate the things they notice.</p> <p><b>Music:</b> <b>L.A:</b> will be supported in using the instruments to create a sound effect for minibeast moving. <b>MA:</b> will be asked to look at the video of the minibeast moving. They will be asked to think about what music they would associate with this. They will then use the instruments to create their sound effect and will record this.</p> <p><b>Art:</b> <b>L.A:</b> will be supported in creating a piece of artwork associated with 'Minibeasts and their habitats'. <b>M.A:</b> will use the tools and techniques to create a piece of artwork associated with 'Minibeasts and their habitats'.</p>	<p><b>R.E:</b> <b>LA:</b> will be supported in dragging the beliefs of a humanist to the correct section. <b>MA:</b> will be identifying beliefs of a Humanist and those that they don't believe in. They will then put these into two sections.</p> <p><b>P.E:</b> <b>L.A:</b> will be supported in developing their throwing and catching skills. <b>M.A:</b> will explore throwing and catching skills. They will then lead onto using a racket to make the ball travel to a location. They will then build up to passing a shuttlecock over the net and then to another person.</p> <p><b>D.T:</b> <b>L.A:</b> will be helped to stick the rectangles together to make the carrying case. <b>M.A:</b> will be measuring and cutting rectangles to stick together to make their own carrying case. They will exploring how scoring helps to fold the card.</p> <p><b>Music:</b> <b>L.A:</b> will be supported in using the instruments to create a sound effect for minibeast moving. <b>MA:</b> will be asked to look at the video of the minibeast moving. They will be asked to think about what music they would associate with this. They will then use the instruments to create their sound effect and will record this.</p> <p><b>Art:</b> <b>L.A:</b> will be supported in creating a piece of artwork associated with 'Minibeasts and their habitats'. <b>M.A:</b> will use the tools and techniques to create a piece of artwork associated with 'Minibeasts and their habitats'.</p>	<p><b>R.E:</b> <b>LA:</b> will be supported in listening to the Wind and the Sun from Aesop. They will then be helped to role play the story. <b>MA:</b> will listen to the story of the Wind and the Sun from Aesop. They will talk about how the story promotes goodness and kindness. They will then role play the story showing these values.</p> <p><b>P.E:</b> <b>L.A:</b> will be supported in developing their throwing and catching skills. <b>M.A:</b> will explore throwing and catching skills. They will then lead onto using a racket to make the ball travel to a location. They will then build up to passing a shuttlecock over the net and then to another person.</p> <p><b>D.T:</b> <b>L.A:</b> will be supported in adding colour to their designs. <b>M.A:</b> will be designing ideas for their carry case to hold the coloured pens. They will think about the design brief and the intended audience before deciding on the final idea.</p> <p><b>Music:</b> <b>L.A:</b> will be supported in using the instruments to create a sound effect for minibeast moving. <b>MA:</b> will be asked to look at the video of the minibeast moving. They will be asked to think about what music they would associate with this. They will then use the instruments to create their sound effect and will record this.</p> <p><b>Art:</b> <b>L.A:</b> will be supported in creating a piece of artwork associated with 'Minibeasts and their habitats'. <b>M.A:</b> will use the tools and techniques to create a piece of artwork associated with 'Minibeasts and their habitats'.</p>

## Topic: Minibeasts

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<p><b>R.E:</b> <b>LA:</b> <b>MA:</b> will be encouraged to plan out a celebration ceremony for the 'baby'. They will think about clothing, what readings to use and will then plan out the different roles.</p> <p><b>P.E:</b> <b>L.A:</b> will be supported in developing their throwing and catching skills. <b>M.A:</b> will explore throwing and catching skills. They will then lead onto using a racket to make the ball travel to a location. They will then build up to passing a shuttlecock over the net and then to another person.</p> <p><b>D.T:</b> <b>L.A:</b> will be supported in putting the sides of the carrying case together. <b>M.A:</b> will be measuring and then creating the sides of their container to carry the pencils. They will be scoring the card and then creating accurate folds to make the container.</p> <p><b>Music:</b> <b>L.A:</b> will be supported in using the instruments to create a sound effect for minibeast moving. <b>MA:</b> will be asked to look at the video of the minibeast moving. They will be asked to think about what music they would associate with this. They will then use the instruments to create their sound effect and will record this.</p> <p><b>Art:</b> <b>L.A:</b> will be supported in creating a piece of artwork associated with 'Minibeasts and their habitats'. <b>M.A:</b> will use the tools and techniques to create a piece of artwork associated with 'Minibeasts and their habitats'.</p>	<p><b>R.E:</b> <b>LA:</b> will be supported in listening to the music that could be used. They will be helped to change the different tracks to listen to the next song. <b>MA:</b> will be researching the readings and the three wishes for the baby. They will then rehearse the ceremony with others.</p> <p><b>P.E:</b> <b>L.A:</b> will be supported in developing their throwing and catching skills. <b>M.A:</b> will explore throwing and catching skills. They will then lead onto using a racket to make the ball travel to a location. They will then build up to passing a shuttlecock over the net and then to another person.</p> <p><b>D.T:</b> <b>L.A:</b> will be supported in adding the finishing details to their carrying case. <b>M.A:</b> will be adding the finishing touches to their carrying case. They will think about how to make their carrying case more appealing for the target audience.</p> <p><b>Music:</b> <b>L.A:</b> will be supported in using the instruments to create a sound effect for minibeast moving. <b>MA:</b> will be asked to look at the video of the minibeast moving. They will be asked to think about what music they would associate with this. They will then use the instruments to create their sound effect and will record this.</p> <p><b>Art:</b> <b>L.A:</b> will be supported in creating a piece of artwork associated with 'Minibeasts and their habitats'. <b>M.A:</b> will use the tools and techniques to create a piece of artwork associated with 'Minibeasts and their habitats'.</p>	<p><b>R.E:</b> <b>LA:</b> will be supported in carrying out their role during the ceremony. They will be helped to press the button to activate the music where appropriate. <b>MA:</b> will carry out the ceremony of the baby's naming. They will work through their plan of the event and will be encouraged to carry out their role where appropriate.</p> <p><b>P.E:</b> <b>L.A:</b> will be supported in developing their throwing and catching skills. <b>M.A:</b> will explore throwing and catching skills. They will then lead onto using a racket to make the ball travel to a location. They will then build up to passing a shuttlecock over the net and then to another person.</p> <p><b>D.T:</b> <b>L.A:</b> will be supported in evaluating their carrying container. <b>M.A:</b> will be evaluating their carrying case. They will be asked to evaluate their work through the different stages. They will then add a wish and stars about the process.</p> <p><b>Music:</b> <b>L.A:</b> will be supported in using the instruments to create a sound effect for minibeast moving. <b>MA:</b> will be asked to look at the video of the minibeast moving. They will be asked to think about what music they would associate with this. They will then use the instruments to create their sound effect and will record this.</p> <p><b>Art:</b> <b>L.A:</b> will be supported in creating a piece of artwork associated with 'Minibeasts and their habitats'. <b>M.A:</b> will use the tools and techniques to create a piece of artwork associated with 'Minibeasts and their habitats'.</p>

