

Half termly skills curriculum plan

Green Class 2

Summer term 2 -2015/16

Keelman's Way School

Literacy	Maths	Science	ICT	Personal and social Development
<p>Text types: Fiction: Lazy Ozzie</p> <p>Poetry:</p> <p>Non-fiction: Something new in the forest Whale watching Fantastic insects</p> <p>Writing: Create non-fiction text on planets - Looking at using the correct structure, language choice, tech vocab.</p>	<p>Counting and properties of Numbers: Counting numbers of animals. Counting animals in a food web.</p> <p>Measures - size: Comparing the size of animals. Measuring the size of animals.</p> <p>Time: Measuring how long it takes different animals to move.</p> <p>Reasoning and data handling: Creating charts showing animals they find.</p>	<p><i>(Eq- 3.4a- Forces and motion)</i> Students should experience, explore, and investigate, record and communicate what they discover and learn about:</p> <ul style="list-style-type: none"> • Different forces • Forcemeters measure in Newtons • Multiple forces • Water resistance • Upthrust • Balanced forces • Air resistance • Friction • The use of lubricants 	<p><i>(Eq-3.2a-controlling devices)</i> Pupils should have opportunities to learn:</p> <ul style="list-style-type: none"> • That devices can be controlled through direct instructions. • That some devices are controlled using multiple instructions • To sequence a set of instructions to achieve a desired outcome. 	<p><i>(Eq-3.3b-Leisure awareness)</i> Pupils should:</p> <ul style="list-style-type: none"> • Develop an awareness of a range of leisure and fitness activities. • Develop an awareness of the benefits of leisure and fitness activities. • To demonstrate their awareness of leisure and fitness activities that involve / do not involve others.
Topic: Where and how do we spend our time?				
Humanities (RE History Geography)	Sensory Activities Linked to other areas of the curriculum.	Physical Education and Development	Design Technology	Creativity (Art and Music)

<p><i>(Eq-3.1-The passage of time)</i> Pupils should:</p> <ul style="list-style-type: none"> • Learn to identify with the past, present and future. • Learn about the past and try to predict the future. • Learn to have a clearer understanding about the passage of time. <p>R.E:</p> <p><i>(Eq-3.7.4- How do Muslims live their life through the Qur'an?)</i></p> <ul style="list-style-type: none"> • To understand that the Qur'an is a special book for Muslims. • to respond to the way in which the Qur'an is treated. • to explore how the Qur'an gives Muslims help on how to lead their lives. • to discover why Ramadan is an important time for Muslims. 		<p><i>(Eq-3.2-High, far and fast)</i> Pupils should run consistently at different speeds, demonstrate a combination of different jumps and use a range of throwing techniques.</p> <ol style="list-style-type: none"> Run smoothly at different speeds showing consistency of technique. Combine a number of different jumps with control co-ordination and consistency. Throw a range of implements at a target with accuracy. <p>Pupils should choose and use the best technique for different challenges and equipment. Choose an appropriate pace and maintain a good quality action through the activity.</p> <ol style="list-style-type: none"> Recognise that there are different styles of running, jumping and throwing. Choose the best style for different challenges and equipment. Choose an appropriate pace for different events. Maintain a quality action throughout the activity. <p>Pupils should recognise how athletes make the body work.</p> <ol style="list-style-type: none"> Identify when the body is cool, warm and hot. Recognise that their body works differently during different types of activity. Carry out stretching and warm up activities safely. 	<p><i>(3.7.4-Be seen)</i> Pupils should:</p> <ul style="list-style-type: none"> • Classify materials by fibre sources. • Investigate and develop skills in modifying the appearance of textiles. • Consider the aesthetic and functional properties of materials. 	<p><i>Music</i></p> <ul style="list-style-type: none"> • To listen and respond to music through movement. • To learn song lyrics. <p><i>Art</i></p> <ul style="list-style-type: none"> • To produce a range of artwork with different visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space using a range of techniques and processes.
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