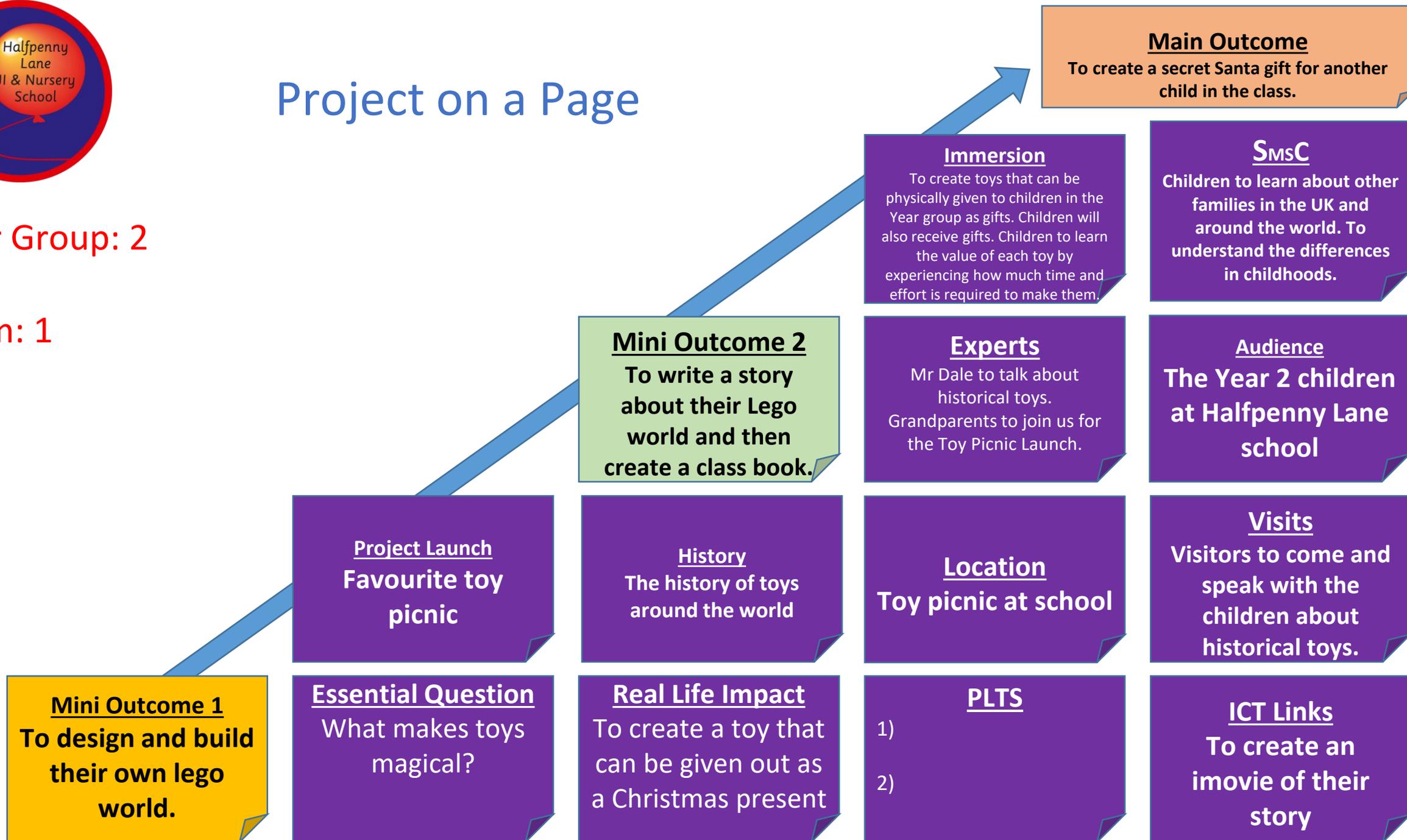




Project on a Page

Year Group: 2

Term: 1





PE: Using bodies to examine how toys move. Creating routines

To perform dances using simple movement patterns.
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Art: Design their own character collage to fit into their Lego world

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
To use drawing, painting to develop and share their ideas, experiences and imagination

History: Exploring the history of toys, comparing them and ordering them

Explore changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Geography: Exploring different countries and their customs in relation to toys

To learn key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop and their purposes.
To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.



PSHE: Working collaboratively to create a Lego world

That they belong to various groups and communities such as family and school.

What improves and harms their local, natural and built environments and about some of the ways people look after them.

That money comes from different sources and can be used for different purposes, including the concepts of spending and saving

About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.

Mini Outcome 1
To design and build their own lego world.

Computing: Using ipads and online thesaurus and dictionary apps to improve written work. Creating imovies about the creation of their Lego world

To recognise common uses of information technology beyond school.

To use technology purposefully to create, organise, store, manipulate and retrieve digital content

DT: Design and build Lego buildings and landscapes

To build structures, exploring how they can be made stronger, stiffer and more stable.

To evaluate their ideas and products against design criteria.
To explore and evaluate a range of existing products.

English: Pinocchio- Retelling a traditional tale.

Following the national curriculum statements throughout the year. Focus on targets from Year 1.

Maths: Create a Toy Shop so that children can add and subtract, incorporating money and place value

Following the national curriculum statements throughout the year. Focus on targets from Year 1.



Music: Adding sounds and rhythms to the retelling of stories

To experiment with, create, select and combine sounds using the inter-related dimensions of music.

To play tuned and untuned instruments musically.

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

PE: Using bodies to examine how toys move. Creating routines

To perform dances using simple movement patterns.

To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Music links:

To listen with concentration and understanding to a range of high-quality live and recorded music

English: Non-Fiction report-describing materials.

Following the national curriculum statements throughout the year. Focus on targets from Year 1.

Maths: Create a Toy Shop so that children can add and subtract, incorporating money and place value

Following the national curriculum statements throughout the year. Focus on targets from Year 1.

Art: Designing, building and decorating a toy

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

To use drawing, painting to develop and share their ideas, experiences and imagination

What makes toys magical?

Mini Outcome 2

To write a story about their Lego world and then create a class book.

Computing: Using ipads and online thesaurus and dictionary apps to improve written work.

To recognise common uses of information technology beyond school.

To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

R.E: Christmas Production

PSHE: Working to retell a story using drama

That they belong to various groups and communities such as family and school. What improves and harms their local, natural and built environments and about some of the ways people look after them.

That money comes from different sources and can be used for different purposes, including the concepts of spending and saving About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.

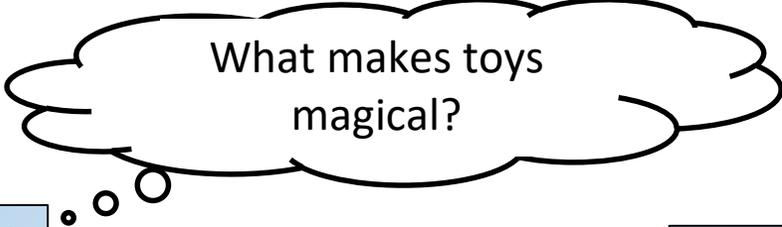
History: Exploring the history of toys, comparing them and ordering them

Explore changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Geography: Exploring different countries and their customs in relation to toys

To learn key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop and their purposes.

To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.



What makes toys magical?

Main Outcome

To design and create a toy that can be given to another child in the class.

Computing: Emails to Santa to write Christmas lists

To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Art: Designing, building and decorating a toy

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
To use a range of materials creatively to design and make products.

Science: Designing and building toys after examining the best materials and how to use them effectively

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Music: Christmas Production!

R.E: The Christmas Nativity

Taught during PPA time- Tuesday PM

DT: Designing and creating a toy using a range of materials

To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
To design purposeful, functional, appealing products for themselves and other users based on design criteria.

Maths: Create a Toy Shop so that children can add and subtract, incorporating money and place value

Following the national curriculum statements throughout the year.
Focus on targets from Year 1.

PSHE: Creating toys to give away at Christmas

That they belong to various groups and communities such as family and school.
What improves and harms their local, natural and built environments and about some of the ways people look after them.
That money comes from different sources and can be used for different purposes, including the concepts of spending and saving
About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.

Geography: Create a map to track Santa's progress on Christmas Eve

To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
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.
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.
To name and locate the world's seven continents and five oceans.

History: Exploring the history of toys, comparing them and ordering them

Explore changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

PE: Using bodies to examine how toys move. Creating routines

To perform dances using simple movement patterns.
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

English: Explanation text- How to use a toy. Poetry- Christmas Calligrams.

Following the national curriculum statements throughout the year. Focus on targets from Year 1.