

Year 2 New Curriculum Plans 2020/21

Year 2
20/21

Autumn Adventures with Knights



3.9.20 – 18.12.20

(xmas play etc)

7 weeks + 2 days

6 weeks (13wks)

Eng: Poems

Imitate, Innovating and inventing a quest story.

Castles/setting descriptions

Character descriptions- knights, dragons,
kings/queens/princesses

Instructions: How to catch a dragon

Book list (for provision/storytime/whole class
reading/literacy lessons)

- How to train a Dragon
- The Egg- M. P. Robertson
- Small Knight and George and the Royal Chocolate Cake- Ronda Armitage
- The Knight and the Dragon- Tomie de Paola
- The Boy Who Grew Dragons- Andy Shepherd
- George and the Dragon- Christopher Wormel
- King Arthur and the Knights of the Round Table- Marcia Williams
- Look out, It's a Dragon! - Jonny Lambert
- The Journey
- The Great Dragon Rescue
- Dragon poems

Ma: Number and place value

Addition

Subtraction

Spring Polar Explorers



4.1.21 – 26.3.21

5 weeks

5 weeks (10wks)

En: Predictions, Innovate changing endings, new ways
to get back home.

Fact files – linked to regions or animals

Diary extract – Ernest Shackleton (potential SATs piece)

Arctic poems (spine poems)

How the Inuit people live

Book List (for provision/storytime/whole class
reading/literacy lessons)

- The Runaway Iceberg- Twinkl
- Rainbow Bear- Michael Morpurgo
- The Last Polar Bears- Harry Horse
- Sea Bear- Lindsay Moore
- The Dot in the Snow
- The Penguin Who Wanted to Find Out- Jill Tomlinson
- The Great Explorer- Chris Judge
- You wouldn't want to be on Shackleton's Polar expedition – Jen Green

Roald Dahl unit

Choc: Narrative – invention

Character description

NF – Instructions / Information where choc comes
from.

Ma: Multiplication and Division

Summer Adventures in the High Seas



12.4.21 – 23.7.21

SATS

6 weeks

5 weeks (11wks)

En: Fiction Narrative, Nonfiction

newspaper report, Character description of pirates

Famous pirates

Captain Cook – letter home

Pirate Island adventure story (Potential SATs piece)

Grace darling

Book List (for provision/storytime/whole class
reading/literacy lessons)

- Pirate Boy by Eve Bunting
- The Treasure of Pirate Frank by Mal Peet and Elspeth Graham
- The Pirates Next Door- Jonny Duddle
- The Pirate Cruncher- Jonny Duddle
- How I Became a Pirate by Melinda Long
- Captain Jack and the Pirates by Peter Bentley
- The Night Pirates by Peter Harris

Ma: Problem solving efficient methods

Geometry- position and direction

Measurement: Time, capacity, mass, temperature
Investigations

Sc: Materials – floating and sinking

Sc: Living things and their habitats – underwater
habitats

Sc: Animals inc humans- are the tallest children
the oldest children?

	<p>Measurement: Money Multiplication and division Sc: Plants – observe how seeds/bulbs grow Life cycles Animals including humans- how could I prepare myself to become a knight? Talk about fitness and healthy diets Sci: Materials – identify and compare the suitability of different materials for different contexts. What material would be best to make a castle out of? Find out how the shape of solid objects can be changed by e.g. squashing, twisting etc G: Locational knowledge – locate different castles in the UK. Locate different castles around the world H: Lives of significant people – study of famous monarchs. Comparison of lives and duties. DT: Explore and use moving mechanisms Make a castle with towers. Explore leavers by setting up an activity course outside with mechanisms. Create a training/assault course for knights (outside using Rec loose parts) Art: Taught about the work of Paul Klee – explore his technique and use within own work. Castle painting Pencil sketch a castle Simple macramé doll Design and make a coat of arms Mu: Understand how music is used in state ceremonies. Identify instruments used. P.E: Multi skills; Gymnastics Co: Understand and use algorithms - beebots Use technology safely - Esafety R.E: Beliefs – Can you tell what somebody believes by what they look like? Harvest Nativity/Christmas What do Christians believe God is like? Who do Christians say made the world? Why does Christmas matter to Christians? What is the 'good news' Christians believe Jesus brings? PSHE: Relationships What makes a good friend? What is bullying?</p>	<p>Statistics Geometry: Properties of shapes Fractions Measurement: height/length Sc: Animals including humans Sc: Living things and their habitats – freezing habitats Adaptation/food chains Materials: What could we use to keep a penguins egg warm Classification: Do all Penguins look the same? Do all bears look like polar bears? G: Use simple compass directions G: Use maps, atlases and globes. How has climate change affected the polar ice caps? G: Compare an arctic region to Heaton (Canada?) locate hot and cold regions on a map and talk about the equator H: Changes within living history Famous Explorers Lives of significant people – famous explorer Ernest Shackleton DT: Understand the design process within contexts Small Make: Create a bookmark. Create a puppet. Big Make: Create a bag from a T-Shirt (to stop plastic pollution) to take on a shopping trip next half term for cooking element of D.T. Art: Use a range of materials creatively to make products – printmaking, watercolour. Mu: Play tuned and untuned instruments musically P.E: Dance; Rugby Co: Recognise common uses of information technology beyond school. Present data using different databases and answer questions linked to our favourite arctic animal. R.E: Practices – What is special to faith communities? Easter/Salvation What is the Good News Jesus Brings? Why does Easter matter to Christians? Who is Jewish and how do they live? PSHE: Living in the wider world What jobs do people do?</p>	<p>G: Locational knowledge – name and locate the world's 7 continents and 5 oceans. Learn to read a map like a pirate- use correct terminology/Create own maps using correct symbols H: Changes within living memory – Royal Navy/RNLI comparing pirates with sailors of today. What was life like at sea for a pirate? Who were the famous pirates? Where did they sail? What did the famous explorers discover? How does this impact on our lives today? DT: Design purposeful, functional and appealing products. Small make: Make roast vegetable wraps. Make healthy flap jacks for my packed lunch. Pour a drink into my cup for my packed lunch. Big Make: Make a variety of healthy snacks and dips for a picnic. Art: Water colours – seascapes, use clay to create a sea animal. Create a wax or oil resist to make a secret pirate treasure map. Create a large collage of an underwater scene using recycled materials (link to ocean plastics) Mu: Listen to and understand a range of high-quality live and recorded music Mu: Use voices to crate sound – learn sea shanties P.E: Multi skills; Tennis Co: Create and debug simple programs. Record singing a pirate song Create pirate book with voices and images (Chatterpix) More advanced layouts of documents R.E: Forms of expression – How does what believers do show what they believe? Who am I? What does it mean to belong? What makes some places sacred to believers? How should we care for the world and for others, and why does it matter? Church visit</p>
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			<p>Wobble visit</p> <p>PSHE: Health and Wellbeing What helps us to stay safe? What helps us grow and stay healthy? How do we recognise our feelings?</p>
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Year 2 Science

	<p><u>Autumn</u> Adventures with Knights</p> 	<p><u>Spring</u> Adventures in the Arctic</p> 	<p><u>Summer</u> Adventures in the High Seas</p> 
<p><u>Plants</u></p>	<p>Can we design, develop and grow our own castle garden? (Growing different seeds and bulbs) The seeds have fallen out of their packet, how can we sort them? (identifying and classifying) Which are the best bulbs to grow a colourful spring display? (comparative and fair testing) Growing plants – all year round and watch them grow, including seeds, bulbs etc. (Observing over time)</p>	<p>Is it true that no plants live in the polar regions? (research) Growing plants – all year round and watch them grow, including seeds, bulbs etc. (Observing over time)</p>	<p>What happens to our cut flowers over time? (observing over time) Growing plants – all year round and watch them grow, including seeds, bulbs etc. (Observing over time)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • <i>observe and describe how seeds and bulbs grow into mature plants</i> • <i>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i>

<p><u>Animals</u></p>		<p>How does a chick (baby penguin) survive in the Arctic? (basic needs for survival; life cycle of penguins; observing over time) How do animals grow and change? (observing over time)</p>	<p><u>NC PoS</u></p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
<p><u>Humans</u></p>	<p>How old do I need to be to become a knight (changes of human development) Am I fit enough to be a knight? (importance of exercise, diet, hygiene) How do athletes (knights) train? (research)</p>		<p>Are the tallest children the oldest children? (pattern seeking)</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<p><u>Habitats</u></p>		<p>Are polar bears the only animals that live in the Arctic? (animals in arctic habitats; identifying and classifying) How can we help the polar bear get his lunch? (food chains) Do all penguins look like happy feet? (identifying and classifying)</p>	<p>Which are the most endangered animals? (research) Where do we find the most snails/spiders/woodlice?</p> <p><u>NC PoS</u></p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their

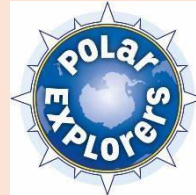
			<i>food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</i>
<u>Uses of everyday materials</u>	<p>What materials are castles made of and why? (Observing and describing real life and toy castles)</p> <p>What's the best box for keeping the Queen's treasure safe? (Testing different boxes and identifying their properties)</p> <p>What's the best recipe for making the perfect sandcastle? (pattern seeking)</p>	<p>How do I keep a penguin's egg warm? (properties of materials; comparative and fair testing)</p> <p>How does our iceberg change over time? (observing over time)</p> <p>What are the best clothes to wear if you are visiting the arctic? (research)</p>	<p>What is the best way to mop up a puddle? (comparative fair testing)</p> <p>NC PoS</p> <ul style="list-style-type: none"> • <i>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i> • <i>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i>

Year 2 Geography

Autumn Adventures with Knights



Spring Adventures in the Arctic



Summer Adventures in the High Seas





<u>Locational Knowledge</u>	Locate castles of the United Kingdom Windsor, Edinburgh, St. Michaels Mount, Cardiff, Tintagel.	Where would I go to have a polar adventure? We will understand the term 'continent' and locate the 7 continents and five oceans including Antarctica and the Arctic region on a map.	Forest school – local adventure Canal adventure – Saltaire and Shipley
<u>Place Knowledge</u>	Know where castles are in the UK and their place on a UK Map	Where would I go to have a polar adventure? We will describe a place outside of Europe by focusing on an Arctic country to create a guide to inform people of the best places for a polar exploration and why. We will look at the similarities and differences between a small part of this country and Bradford.	Adventures at the seaside – finding boats and ships that sail the high seas Know where boats and ships sail from look at these on a UK map.
<u>Human and Physical Knowledge</u>	Does the Queen live in a Castle? We will find out about different types of castles in the United Kingdom using a castle timeline, photographs and videos. We will compare physical features with real castles and create our own castles using these key features. We will also draw castles on a simple map with a key.	What is the scenery like in this icy wilderness? We will use simple geographical vocabulary to identify key human and physical features of the countries in the Arctic region. How has climate change effected the polar ice caps? We will know that the geographical environment (climate/landscape) affects vegetation which in turn affects the way that people are able to live. We will create a documentary in the style of David Attenborough to inform of the changes to polar regions.	Features and places where ships sail from in the UK – Southampton, Plymouth, Dover, Hull, Liverpool, Newcastle, Oban, Aberdeen.

Geographical Fieldwork	<p>Where can I build a new castle for the Queen?</p> <p>We will respond to a letter from the Queen asking us to build a new castle. We will use atlases to identify countries, capital cities and seas. We will draw a simple map and indicate where the best location for the new castle might be. We will present our ideas to the Queen – will she be impressed?</p>		<p>Locate the seas and oceans on a world map.</p> <p>Draw their own pirate map of the world and locate special features on it – 7 wonders of the world</p>
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Year 2 Geography – to be worked into termly plans by Y2 Teachers


Locational knowledge	Place knowledge	Places of significance	Human geography	Physical geography	Geographical skills and fieldwork
<p>Name and locate the world's seven continents and five oceans.</p>	<p>Understand geographical similarities and differences by studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. (tbc)</p>	<p>tbc</p>	<p>Key terms: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Key terms: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p>	<p>Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map.</p> <p>Use maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this stage.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p>

Year 2 History

	<p><u>Autumn</u> Adventures with Knights</p> 	<p><u>Spring</u> Adventures in the Arctic</p> 	<p><u>Summer</u> Adventures in the High Seas</p>
<p><u>Historic Events</u></p>	<p>What was life like in a medieval castle? We will look at the history of castles with a focus on Skipton Castle. How has life changed? How did castles change over the years?</p>	<p>What makes people want to explore the polar regions? We will use different sources of evidence to talk about and recall key information about significant people from the past by understanding why people chose to explore the polar regions and the impact their discoveries made.</p>	<p>What was life like at sea? We will learn what life was like for different individuals who sailed the seven seas and historic events they witnessed. We will look at famous pirates and famous explorers by sea – Columbus, Sir Walter Raleigh / Cook.</p>
<p><u>Historic Places</u></p>	<p>Who built the first castles in the UK and why? We will understand the reasoning for the planning and development of castles in terms of defence systems in the medieval times. Medieval castle – a fortress or a home? We will explore medieval castles that were built when the Normans were no longer ruling Britain. We will compare and contrast a variety of medieval castles focusing on Skipton Castle. Is the Tower of London a castle? We will find out about the history of the Tower of London and how it has changed over time</p>	<p>Who are the famous British explorers? What did they discover? We will understand who the famous British polar explorers were and what they discovered.</p>	<p>Who were the famous pirates? Where did they sail? What did the famous explorers discover? How does this impact on our lives today?</p>

<p><u>Historic People</u></p>	<p>Do only queens live in castles? We will understand the role of the monarch and compare past and present monarchs. We will find out about the different people who lived in medieval castles and explore their jobs What do you have to do to become a knight? We will understand how the role of the knight has changed throughout history. 'Big Book of Brilliant People' learning about one significant historical individual each month.</p>	<p>Who is the greatest polar explorer? We will compare past and present polar explorers and identify similarities and differences between them. 'Big Book of Brilliant People' learning about one significant historical individual each month.</p>	<p>Who are the great sea explorers? Who are the famous pirates? 'Big Book of Brilliant People' learning about one significant historical individual each month.</p>
<p><u>Changes within living memory/ Events beyond Living memory</u></p>	<p>How has the monarchy changed? We will recognise the similarities and differences of past and present British monarchs.</p>	<p>How has polar exploration changed in the last 120 years? We will use different sources such as diaries to talk about and recall key information about significant polar explorers from the past and compare them to modern day explorers.</p>	<p>How are modern day pirates and sailors different to those who sailed the seas hundreds of years ago? We will make comparisons and compare how the pirates & sailors lived and how they live now.</p>




Year 2 Design Briefs


	<p><u>Autumn</u> Adventures with Knights</p> 	<p><u>Spring</u> Adventures in the Arctic</p> 	<p><u>Summer</u> Adventures in the High Seas</p> 
<p>Challenges to solve</p>	<p>The enemy is attacking. How can we make a strong castle to keep them out? Our own people still need to get inside. How can our people keep fit? Can you set up a</p>	<p>What can you take your belonging on the adventure in? How can you make it strong enough to carry a heavy load? Does it need to be waterproof?</p>	<p>All aboard. What food can we pack up for our journey?</p>



	<p>training course for year 1? How can items be brought into the castle from the outlying farms quickly? Can you make a cart to move the heavy equipment around?</p>		
Background research and design	<p>Understand what a product is and who for. Understand how a product works and how it is used. Identify where you might find this product. Propose more than one idea for their product. Identify simple design criteria Discuss what their steps for making could be.</p>	<p>Identify the materials used to make a product. Create templates / pattern pieces and choose materials based on suitability of their properties whilst developing ideas. Make simple mock-ups. Talk about what their products will be used for, by, how it will work and suitability for purpose. Develop design ideas through discussion, observation, drawing (with labels and notes), modelling and computing (where appropriate).</p>	<p>Express an opinion. Generate ideas by using own experiences and existing products to develop ideas.</p>
Skill for life - make	<p><u>Make it, build it. Structures</u></p> <p>Use scissors to cut paper and card. Use glue, sellotape, paperclips, paper fasteners, staples, treasury tags to join materials together. Use Lego, K-Nex, blocks, bricks etc. to build structures. Talk about structures (their own, others and in the wider world). Talk about the materials their structures are made from. Play with the things that move and talk about how they move. Make objects that move from Lego, K-Nex, doweling and wheels etc. Make a Use a hammer safely with a nail to attach something to a piece of wood.</p> <p><u>Mechanisms</u></p> <p>Wheels and axels Be able to attach wheels to a chassis using an axle. Discuss how to make things move on a 2D surface.</p>	<p><u>Make do and mend.</u></p> <p>Thread a large eye needle and make a knot. Sew a pattern on bikka using running stitches and cross stitch. Tie two pieces of thread or strips of fabric together to make a knot. Have a go at sewing a button on. Describe and compare objects that are made from textiles. Cut a variety of fabrics. Start to look at how stitches need to be near together to make product stronger. Start to understand how the type of fabric used will help the bag be strong enough. Sew two pieces of fabric together following a pattern.</p>	<p><u>Come dine with me</u></p> <p>Use a peeler to peel roast vegetables. Chop a variety of vegetables. Follow hygiene rules. Follow safety rules. Start to use technical vocabulary – peel, roast, pour, weigh, mix etc. Follow recipes. Weigh and measure ingredients (cups, spoons and standard measures).</p>
Evaluate	<p>Decide how existing products do / do not achieve their purpose. Discuss how closely their finished product meets</p>	<p>Evaluate against their design criteria. Make simple judgements of how the product met their design ideas.</p>	<p>Talk about their ideas, saying what they like and dislike about them. Evaluate against their design criteria.</p>




	their own design criteria.	Suggest how their product could be improved.	Say strengths and possible changes that they might make.
The small make	Could attach wanted posters to the trees outside.	Create a bookmark. Create a puppet.	Make roast vegetable wraps. Make healthy flap jacks for my packed lunch. Pour a drink into my cup for my packed lunch.
The Big Make	Make a castle with towers. Explore leavers by setting up an activity course outside with mechanisms, to gain an understanding of how they work for reception / year 1 to improve their balance and stability. Or to roll a cannon ball ready to fire.	Create a bag from a T-Shirt to take on a shopping trip next half term for cooking element of D.T.	Make a variety of healthy snacks and dips for a picnic. Set up a picnic with cloth, plastic cups, plastic plates and folded napkins.

Year 2 Art

	<u>Autumn</u> Adventures with Knights	<u>Spring</u> Adventures in the Arctic	<u>Summer</u> Adventures in the High Seas
			
<u>Skills</u>			
	<u>Drawing</u>		
	<p>Experiment with the visual elements; line, shape, pattern and colour. Draw lines with increased skill, awareness and control.</p> <p>Pencil sketches of castles- use art hub to help with this. Draw a coloured sketch of a dragon- learn how to blend colours together using shading.</p>	<p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Apply tone to create form (i.e. shadows and highlights). Experiment with pencils to create more complex tones. Understand that different ways of holding a pencil affect the tone created.</p> <p>Sketch an arctic scene using a photograph.</p>	<p>Develop skill and control with drawing materials including blending pastels. Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Become more confident to use tone to create 3D form when drawing.</p> <p>Create an underwater scene using pastels- use the book 'Flotsam' to generate ideas.</p>

			Use Art Hub tutorial to draw and colour different types of marine animals using felt tips/marker pens.
	<u>Painting</u>		
Independently mix a range of secondary colours, shades and tones, describing their use of colour to achieve a specified intention. Design a coat of arms or a shield- independently mix the paints to create their chosen colours. Paint a castle in the style of Paul Klee using this video https://www.youtube.com/watch?v=uAVhGIJBBxl	Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Paint an arctic scene using watercolours Design and paint a flag to put on the North Pole- using fabric paint on material.	Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Compose their own composition with coloured objects and artefacts. Paint a pirate ship scene- experimenting with different tools/techniques Make an underwater scene collage on a big scale (using recycled materials?)	
	<u>Printmaking</u>		
Print using a variety of materials, objects and techniques inc. carbon printing, relief, press and fabric printing and rubbings. Make a large dragon- using objects to print the scales.	Identify and relate man-made and natural repeating patterns. Use a range of printmaking techniques to express their knowledge of repeating and nonrepeating patterns. Extending their ability to articulate 3D form and space through practical activities. Experiment with printmaking using a variety of objects within the classroom- create a repeating pattern.	Compose patterns and geometric designs of increasing complexity and repetition by adapting and synthesising the work of other artists. Look at the work of Andy Goldsworthy and create our own sculptures/artwork using natural materials/driftwood etc	

<u>Textiles / Collage</u>			
	<p>Identify and describe different textures. Feely bag game Create textured collages from a variety of media. Make a dragon collage Stitch, knot and practise other manipulative skills. make a simple macramé doll?</p> 	<p>Make a simple mosaic. – the different shades of the seas using mosaic tiles.</p>  <p>create something a polar explorer could wear.</p> <p>Tie-dye a bag for life to promote clean oceans and no more plastic</p>	<p>Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué & simple embroidery. (History)</p> <p>Make a simple mosaic. Desert island scene.</p> <p>Create a wax or oil resist to make a secret pirate treasure map.</p> <p>appliqué and simple embroidery to create a pirate flag</p>
<u>Sculpture / 3D form</u>			
	<p>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Build a textured relief tile.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p>
<u>Evaluation</u>		<p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Begin to annotate their work or use a sketchbook.</p>	<p>When looking at creative work by other artists, express clear preferences, giving some reasons for these using basic art language.</p>
<u>Links to topic</u>			

	<p style="text-align: center;"><u>Autumn</u> Adventures with Knights</p> 	<p style="text-align: center;"><u>Spring</u></p>  <p style="text-align: center;">Adventures in the Arctic</p>	<p style="text-align: center;"><u>Summer</u> Adventures in the High Seas</p> 
<u>E-safety</u>	E-Safety - Know login details and passwords should only be shared with trusted adults.	E-Safety - Be polite and respectful when communicating & playing games online.	E-Safety - Know that some of the people they interact with online may not be who they say they are.
<u>Computer science</u>	<p><u>Can you program a bee bot to move through the castle?</u> We write an algorithm to move a bee bot.. Scratch junior</p>		
<u>Media</u>			<p>Record singing a pirate song Create pirate book with voices and images (Chatterpix) More advanced layouts of documents</p>
<u>Data handling</u>		<p><u>How can I collect and present information?</u> We will collect data using tick and tally charts and present data using different databases and answer questions linked to our favourite arctic animal.</p>	

Information
Literacy

Identify information through a range of appropriate forms of media..

Recognise the layout of a web page and interact with it appropriately

Search for information using child friendly search engines