

Down in the Jungle—Curriculum Driver

Year 2 Autumn Term

Topic Question: Could all living things survive in the same environment?

RE Question: Does having a faith help us survive?

Linked people of study: Ed Stafford, Percy Fawcett, Rousseau

Linked texts: Wild, The Jungle Book

Linked Music: Samba, Stravinsky - Rite of Spring, Chopin – ‘Raindrop’, Traditional South American, Soundscapes of the Rainforest, Hey Dumba (Sing Up), Bare Necessities

Trips/Visitors: Mark’s Ark, Eden Project

Topic Composite/Finale: St Meriadoc Carnival

Linked Prior Learning: Year 1 topics: Into the Woods and Heroes and Explorers



History

Intent: To ask and answer questions about explorers Percy Fawcett and Ed Stafford so that they can compare their experiences.

Skills, and Knowledge Components Focus

- Put things in order within the topic.
- Offers opinions and facts with some reasoning.
- Answers simple questions relating to the topic.
- Uses language specific to the topic (e.g. mummified)

Memory Facts/Transferable concepts:

Know the names of the explorers and the dates that they explored the Amazon Rainforest.

Key Vocabulary: Past, present, similarities, differences, sources, explorer, expedition, discovery.

Subject Composite: To write a comparison of the explorers.

Impact: Children have an understanding of the past and present and can start to place events on a timeline. They can start to compare the past with the present.

Geography

Intent: To learn where the continents of the world are and to learn about the five oceans. To learn about the geographical features of Brazil.

Skills, and Knowledge Components Focus

- Know the five oceans and the seven continents.
- Compare features from one small area of the UK to geographical features of Brazil.
- Know hot and cold areas in relation to the equator and the North and South Poles.

Memory Facts/Transferable concepts:

Know the five oceans and seven continents of the world. Know the locality of the Amazon Rainforest and understand that other rainforests follow the equatorial line.

Key Vocabulary: continent, ocean, rainforest, country, Amazon, Brazil, river.

Subject Composite: To remember the continents and oceans through song.

Impact: Children understand where the continents and oceans are in the world. They know about Brazil and the Amazon Rainforest.

Science

Intent: To learn about habitats, focusing on rainforests and the plants and animals that live there. To understand what animals need to survive and to learn about simple food chains.

Skills, and Knowledge Components Focus

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely using simple equipment
- Perform simple tests.
- Identify and classify.
- Use their observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.
- Notice that animals, including humans have offspring that grow into adults.

Memory Facts/Transferable concepts:

Know the layers of the rainforest and name some of the animals that live in each layer.

Key Vocabulary: habitat, prey, predator, forest floor, understory, canopy, emergent, food chain, survival.

Subject Composite: To draw and label the layers of rainforest with the animals.

Impact: Children understand habitats and how animals adapt to survive.

Music

Intent: To learn how to sing together as a group. To practise a piece to perform to an audience

Skills, and Knowledge Components Focus

- Use voice to good effect, understanding the importance of warming up first.
- Sing songs in ensembles, following the tune (melody) well.
- Perform in an ensemble with instructions from the leader.
- Know music and be played or listened to for a variety of purposes (in history/ different cultures)
- Create sequences of long and short sounds.
- Identify the pulse in music.

Memory Facts/Transferable concepts:

Learning lyrics to a song.

Key Vocabulary: pulse, tune, melody, lyrics, perform

Subject Composite: To learn songs to sing for an audience.

Impact: Children are able to sing together as a group and perform .

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Art and Design

Intent: To learn about Rousseau’s style of painting and to use paint to create their own layered rainforest painting.

Skills, and Knowledge

Components Focus

- Begin to look at different artists’ work and attempt own interpretations of the style and technique.
- Simple dyeing techniques including tie dye and printing.
- Work with a range of paint including powder, ready mix and block.
- Respond to a range of stimuli.
- Begin to give reasons for choice of materials and colours.
- Begin to look at different artists work and attempt own interpretation of the style and technique.
- Explore pattern through printing and stamping.
- Continue to explore and be exposed to work by other artists and designers.
- Be able to describe the similarities and differences between pieces of work by other artists.
- Work alongside an artist in order to make links to their own work.
- To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work.

Memory Facts/Transferable

concepts:

How to paint in the style of Rousseau. Ability to be able to mix paint effectively.

Key Vocabulary: Rousseau, landscape, portrait, colour.

Subject Composite: To create their own rainforest painting .

Impact: To be able to discuss an artist’s work. Then use similar painting techniques to create their artwork.

Design Technology

Intent: To investigate, design and make steady structures in their own rainforest model. To design a pattern for a t-shirt using a design criteria and use fabric paint on a t-shirt.

Skills, and Knowledge

Components Focus

- Use a set of criteria to aid the design process.
- Design an appealing and functional product with a purpose for themselves and others.
- Draw and make notes on their design ideas.
- Explain what they are making and what they will used to use.
- Select and name appropriate tools and equipment needed from a given range.
- Know which equipment is needed for cutting, shaping, joining and finishing.
- Select from a wide range of materials and components depending on use.
- Explore different ways of joining similar materials together.

Memory Facts/Transferable concepts:

How to make a stable structure (tree) out of a piece of paper. How to design and create a repeating pattern using fabric paints.

Key Vocabulary: design, materials, fabric, stable structure, pattern, design criteria, tools

Subject Composite: To create their own 3D rainforest model out of paper. To design and paint their own t-shirt.

Impact: Children will be able to start designing a product using a criteria. They will confident to make models that are sturdy.

Computing

Intent: To begin to use Pages to type, add pictures and edit their work. To learn how to save their work so they can open it and make changes.

Skills, and Knowledge

Components Focus

- Create and implement simple programmes on digital devices.
- Use technology to create, organize, store, manipulate and retrieve digital content.
- Know what personal information is and why they need to keep it private.
- Use technology safely and respectfully.

Memory Facts/Transferable

concepts:

How to save and retrieve documents.

How to use Pages to create content.

Key Vocabulary: computer, Pages, document, save, text-box, keyboard, space bar, image, edit

Subject Composite: To make a poster on Pages about deforestation with text and images.

Impact: The children will know how to save and access documents on a computer and edit them. They will know how to include images in their document and will begin to edit.

PE

Intent: To learn how to sequence movements to create a dance.

Skills, and Knowledge

Components Focus

- Mimic a dance.
- Choreograph their own dance.
- Evaluate and change their dances.
- Perform their own dance.

Memory Facts/Transferable

concepts:

How to link movements in a dance.

How to remember and perform a dance.

Key Vocabulary: link, movements, levels, choreograph, evaluate, perform, sequence

Subject Composite: To choreograph and perform their own carnival dance based around rainforest animals.

Impact: To be able to link movements in a dance to create a sequence around a theme. To remember and practise these movements to perform to an audience.