

Year 2 – Spring – The Titanic

	National Curriculum Aims	National Curriculum objective(s)	Success criteria	Project work	Tier 2 Vocabulary	Tier 3 Vocabulary	Links to previous and future learning
History	<ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<ul style="list-style-type: none"> Learn about significant from beyond living memory Learn about significant people from within own locality 	<ul style="list-style-type: none"> I can describe the food, cabins and facilities I can place the sinking of the Titanic on a timeline I know the Captain Smith was from Hanley 	<ul style="list-style-type: none"> Drama work – create a tableau or monologue about the life of the passengers Add to our Year 2 timeline with the events of the Titanic (building, voyage, sinking) Create a Mashcam with speech bubble, or use the green screen to make a Captain Smith picture to label 	<ul style="list-style-type: none"> Ship Sinking Iceberg Captain 	<ul style="list-style-type: none"> Titanic White Star Officer Lightholler Edward Smith Bulkhead Lifeboat 	
Geography	<ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Use basic geographical vocabulary to refer to key physical and human features Use the 4 points of the compass and directional language 	<ul style="list-style-type: none"> I can describe which seas the Titanic sailed through I can describe which countries the Titanic was supposed to sail past I know the difference between human and physical features I can name 3 human and 3 physical features I can use the 4 points of the compass to describe the Titanic's journey 	<ul style="list-style-type: none"> Draw the Titanic's journey on a world map and label countries and seas that it passes Practise walking in different directions using a compass in the school grounds Add a compass to my World map and verbally describe some directions of the Titanic Sort basic human and physical features as a group Draw a picture of the Titanic in port, and label 3 human and physical features 	<ul style="list-style-type: none"> NSEW Voyage Human Physical Features Compass Names of seas Names of countries Dock and port 		

Art and Design	<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<ul style="list-style-type: none"> Use drawing, painting to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> I can pick out the key colours used in a vintage poster I can replicate the style of a vintage poster with text top and bottom. I can use the perspective point method to make my drawing 	<ul style="list-style-type: none"> Make a colour pallet by choosing key colours from examples Practise making drawings with the perspective point method Draft a poster and then give peer-feedback Create and colour a final poster 	<ul style="list-style-type: none"> Colour Lines Pattern Shape Poster Vintage 	<ul style="list-style-type: none"> Perspective point 	
Design and Technology	<ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. 	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from 	<ul style="list-style-type: none"> I know the 5 food groups I can sort foods into their groups I can design a meal for a passenger on the Titanic that has a balance of the food groups <p><i>I can design a pancake for pancake day</i></p>	<ul style="list-style-type: none"> Practical sorting session – use hoops and real foods where possible Individual sorting session of the foods into groups Decorate a paper plate to show the balance of foods in a balanced diet Design a balanced meal for a passenger of the Titanic Cook, prepare and eat a pancake 	<ul style="list-style-type: none"> Balanced Diet Healthy Moderation Courses 	<ul style="list-style-type: none"> Names of 5 food groups 	
R.E. and P.H.S.E.	<p>There are no statutory aims</p> <p><i>From the SOT agreed syllabus:</i></p> <ul style="list-style-type: none"> make sense of a range of religious and non-religious beliefs understand the impact and significance of religious and non-religious beliefs make connections between religious and non-religious beliefs, concepts, practices and ideas 	<ul style="list-style-type: none"> Describe key festivals and symbols from Christianity and Islam (Not from the N.C.) Learn about where money comes from and what we spend it on (Not from the N.C.) 	<ul style="list-style-type: none"> I can describe the Easter story I can describe the story of Muhammed's first revelation I can make links between the two stories I can describe where adults get money from I know why adults might need to 'budget' their money 	<ul style="list-style-type: none"> Order the Easter story pictures Order picture of Muhammed's first revelation Create a 'double bubble' concept map which shows links between the two stories Shop role play session Sugar paper session – Things I need and things I would like 	<ul style="list-style-type: none"> Revelation Commandments 	<ul style="list-style-type: none"> Muhammed Jesus Crucifix Easter Ramadan 	
R.S.E.	<p>There are no statutory aims</p> <p><i>From the PHSE association:</i></p> <ul style="list-style-type: none"> Through PSHE education pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. PSHE helps pupils to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and later in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme tackles barriers to learning, raises aspirations, and improves the life chances of the most vulnerable and disadvantaged pupils. (PSHE Association) 	<ul style="list-style-type: none"> Know that I have rights and that other people have them too (Not from the N.C.) Respect my rights and the rights of other (Not from the N.C.) 	<ul style="list-style-type: none"> I can name the 5 rights that I have I can give 1 example of how to respect someone else's rights I can describe 1 similarity and 1 difference between me and my friend 	<ul style="list-style-type: none"> Circle time on the rights of a child Create a handprint with 1 right in each finger Circle time around similarities and differences Draw me and my friend – label 1 similarity and 1 difference Is it fair – matching cards activities Contributing to the life of the school – Make or refresh our helping hands board 	<ul style="list-style-type: none"> Respect Rights Differences Similarities Classroom 	<ul style="list-style-type: none"> Name of the 5 rights 	

Computing	<ul style="list-style-type: none"> can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation are responsible, competent, confident and creative users of information and communication technology. 	<ul style="list-style-type: none"> Use computational thinking and logic to begin to organise information (Not from the N.C.) Using browsers and search safely and effectively 	<ul style="list-style-type: none"> I can use yes and no questions to sort information I can use sorting diagrams to find information I can find answers to a question 	<ul style="list-style-type: none"> See the <i>Questioning</i> on PurpleMash See the <i>Effective searching</i> on PurpleMash 	<ul style="list-style-type: none"> Search Column Row Add sum 	<ul style="list-style-type: none"> Spreadsheet Chart Binary tree Browser 	
Science	<ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 	<ul style="list-style-type: none"> Notice that animals including humans have offspring that grow into adults Describe the basic needs of animals including humans Describe the importance for humans of exercise, healthy eating and hygiene 	<ul style="list-style-type: none"> I can name the offspring of animals – horses, cats, dogs, fish, reptiles, mammals etc. I can describe the basic needs of animals I can give 4 ways to stay healthy as a human (water, healthy food, exercise, mental health) 	<ul style="list-style-type: none"> Draw pictures of 3 animals and their offspring – label or orate Group activity – draw around our friend and label the things we need to survive. Circle time on how humans can stay healthy and why it is important. Draw and label 4 ways to stay healthy. 	<ul style="list-style-type: none"> Animals Humans Air Food Water Exercise Healthy 	<ul style="list-style-type: none"> Off spring Survival 	
Music	<ul style="list-style-type: none"> understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> I can follow part of a tune. I can begin to use an instrument to make a tune. I can follow instructions to play a tuned instrument 	<ul style="list-style-type: none"> Listen to songs and the tune used. Follow simple instructions using an instrument. Playing a basic tune on an instrument. Follow basic tune with an ocarina. 	<ul style="list-style-type: none"> Instrument Beat Repeat Pattern 	<ul style="list-style-type: none"> Tune 	

