

## Year 2 Spring 1 Immersive Learning Themes

### Life Skills

Remember	Understand	Apply	Analyse	Evaluate	Create
Recall facts and basic concepts	Explain ideas or concepts	Use information in new situations	Draw connections amongst ideas	Justify a stand or decision	Produce new or original work
<i>Define,, describe, duplicate, explain, identify, illustrate, list, locate, memorise, recite, repeat, state, tell, quote</i>	<i>Classify, describe, discuss, explain, identify, interpret, paraphrase, recognise, report, select, summarise, translate</i>	<i>Articulate, demonstrate, dramatise, execute, interpret, implement, operate, prepare, relate, sketch, solve, teach, use</i>	<i>Categorise, compare, conclude, connect, contrast, distinguish, examine, illustrate, organise, questions, take apart, test</i>	<i>Appraise, argue, critique, defend, grade, judge, plan out, prioritise, reframe, select, support, value, weigh</i>	<i>Assemble, author, collaborate, construct, design, develop, formulate, invent, investigate, modify, rewrite, role-play</i>

1 week focus	1 week focus	1 week focus	1 week focus	1 week focus	1 week focus
<b>RE</b> Holy Books	<b>Science</b> Plants	<b>Art</b> Aboriginal Art	<b>PSHE</b> Worry week	<b>Geography</b> Pirate Week	<b>History</b> The Great Fire of London
<b>Why are different books special to different people?</b>	<b>What do plants need to grow well?</b>	<b>How can we apply aboriginal techniques to create our own artwork?</b>	<b>What should we do when we feel worried?</b>	<b>How can you use a map to find treasure?</b>	<b>How did the Great Fire of London change London?</b>
<b>Life Skill: Analyse</b> <b>Vocabulary:</b> religion, special book, Holy book, message, belief, believer, rules, important <b>Enrichment:</b> Faith Visitors - Muslim, hindu	<b>Life Skill: Apply</b> <b>Vocabulary:</b> investigate, variable, control, names of plant parts, conditions, light, suitable, temperature, healthy, grow, germination, <b>Enrichment:</b> Growing own plants	<b>Life Skill: Create</b> <b>Vocabulary:</b> warm colours (red, orange, yellow), cool colours (green, blue, white), technique, pattern, shape, tool, material <b>Enrichment:</b> creating own dot paintings	<b>Life Skill: Understand</b> <b>Vocabulary:</b> worry, anxious, calm, manage, routine, expression, senses, sharing, apprehensive, disturbed, concern, consuming, glum, gloomy, melancholy, perturbed <b>Enrichment:</b> Make Guatemalan worry dolls Listen to classical pieces of music to think about the emotions they provoke e.g. Bernard Herrman - psycho	<b>Life Skill: Evaluate</b> <b>Vocabulary:</b> continent, symbols, key, compass, north, south, east, west, near, far, left, right <b>Enrichment:</b> Pirate week. Children are pirates who are in search of treasure. They have to create a map of the seven continents and five seas (which includes compass directions and basic symbols in a key).	<b>Life Skill: Remember</b> <b>Vocabulary:</b> smoke, flames, escape, 1666, burning, wooden, disaster, rebuild <b>Enrichment:</b> Simulate a fire (liaise with Nursery) Firefighter visit - Barney Stokes- TBC

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 Article 31	 Article 28	 Article 24	 Article 14	 Article 12	 Article 13
<p><b>English:</b> Information text about the different holy books including how they are treated, where they are kept, what is found in them.</p> <p><b>PSHE:</b>  <b>Learning with Others</b>  <i>I understand how working with other people can help me to learn</i></p>	<p><b>Science:</b> Investigating suitable conditions for plant growth. Also investigating whether the size of the seed affects how long it takes to germinate</p> <p><b>English:</b> Writing instructions on how to grow plants</p> <p><b>PSHE:</b>  <b>Continuing Our Group Challenge</b>  <i>I can explain some of the ways I work co-operatively in my group to create an end product.</i></p>	<p><b>Art:</b> Look at work of aboriginal artists (and link to pointillism, e.g. Georges Seurat).</p> <p>Specific knowledge: use of rope, paint and cotton buds            meaning/ methodology of aboriginal art            Australian animals</p> <p>Specific skills: creating shapes with ropes            dot painting method            reflect and evaluate</p> <p><b>Science:</b> Further embed knowledge from previous week by creating dot-art plants</p> <p><b>English:</b> Information text about the Australian aboriginal artists</p> <p><b>PSHE:</b>  <b>Continuing Our Group Challenge</b>  <i>I can explain how it felt to be learning as part of a group</i></p>	<p><b>DT:</b> Designing and making worry dolls (in accordance to design criteria) and evaluating each other.            Include running stitches and use of fabric in the dolls attire</p> <p><b>English:</b>            Use shades of meaning to order words that describe moods and feelings.</p> <p>Writing personal diary entries for times they felt worried</p> <p><b>PSHE:</b>            Discussions around:            What is a worry?            Using words to describe worries.            How worries make us feel?            What should we do with worries?</p> <p><b>A Group Challenge</b>  <i>I can work co-operatively in a group to create and end product</i>  <i>I can work with other people to solve problems</i></p>	<p><b>Geography:</b> Children to name and locate the world's seven continents and five oceans. Children use locational and directional language and simple compass directions. Children use and construct basic symbols in a key.</p> <p><b>English:</b> Write a newspaper report on the Pirate's adventure.</p> <p><b>PSHE:</b>  <b>Celebrating Our Achievement</b>  <i>I know how contributing to the success of a group feels</i></p>	<p><b>History:</b> Looking at primary and secondary sources to explore the great fire of London.</p> <p>Study of Samuel Pepys (significant person).</p> <p><b>Geography:</b> Exploring seasonal and daily weather patterns in the UK.</p> <p>Looking at a map of London before and after the great fire, describing the location of features and routes on a map and using/constructing basic symbols in a key.</p> <p><b>English:</b> Writing a diary in the style of Samuel Pepys.</p> <p><b>PSHE:</b>  <b>Celebrating Our Achievement</b>  <i>I know how to share success with other people</i></p>