

Year 2 SCIENCE Topic 7: Health Heroes

Assessment Questions

1. What do humans need to survive?
2. Why is it important that we exercise?
3. Why is it important that we clean ourselves?
4. What to bulbs and seeds need to grow?
5. Do plants grow well in a dark room? How could we test it?
6. Would I be healthy if all I ate was salad?

Values: Truthfulness and Trust

KNOW	DO	UNDERSTAND
<p><b>NC content:</b>                      S: notice that animals, including humans, have offspring which grow into adults                      S: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)                      S: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene                      S: Observe and describe how seeds and bulbs grow into mature plants.                      S: Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Vocabulary:</b> <i>offspring, survival, basic needs, exercise, hygiene, seeds, bulbs, mature, suitable, temperature, food groups, young, old, food types – carbohydrates, protein, fruit and vegetables, sugar, fats.</i></p> <p>Children know that animals, including humans, have offspring, that become adults.                      Children know that, to survive, humans need water, food and air.                      Children know that to stay healthy humans need to exercise, eat healthily and clean ourselves regularly.</p> <ul style="list-style-type: none"> <li>• Children can describe a healthy diet.</li> </ul> <p>Children know that seeds and bulbs grow into plants.                      Children know what a plant needs to grow healthily – sunlight, water, air etc.</p>	<p><b>NC content:</b>                      WS: identifying and classifying                      WS: gathering and recording data to help in answering question                      WS: observing closely, using simple equipment                      WS: using their observations and ideas to suggest answers to questions</p> <p>Children will design their own experiment to test what a plant needs to grow well.                      Children will record this data to help them answer this question.</p> <p>Children will observe the insides of a seed and ask questions.</p> <p>Children will identify and classify different foods to determine whether they are carbohydrates, protein etc.</p>	<p><i>PRIOR LEARNING: Children will build on their knowledge from year 1 by understanding what a plant needs to grow. They can also label basic parts of a plant and of a human.</i></p> <p>They will understand the need for water, food and air to keep us alive, but also the importance to stay healthy – link to PSHE.</p> <p>Children will have a better understanding of where their food comes from and why it is important to eat a balanced diet.</p>

**Year 2 ART Topic 7: Health Heroes**

**Assessment Questions**

What did you have to think about when you were doing your drawing?  
 How did you create the outlines/light and dark areas?  
 How did you create the patterns?

**Thankfulness and trust**

KNOW	DO	UNDERSTAND
<p>Know how to create observational drawings from real objects.</p> <p>Can develop drawing techniques.</p> <p>Knows how to create a collage using different media and explain their choices.</p> <p><b>Key vocabulary:</b>                      Observation                      Observational drawing                      Line                      Shape                      Form                      Technique                      Pattern                      Texture                      Collage                      Media                      Purpose</p>	<p>Make a careful observational drawings of a range of common and interesting seeds/seed pods/beans e.g. borlotti beans (pink and marbled); sunflower seeds (black and white stripes); seed pods from the art cupboard;</p> <p>Make a collage using seeds.                      Leaf printing.</p> <p><b>NC Aims:</b></p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing and other art, craft and design techniques (<i>collage</i>)</li> <li>- evaluate and analyse creative works using the language of art, craft and design</li> </ul> <p><b>NC Content:</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>Children are learning about the basic needs of animals, including humans, and plants, for survival. Observe and describe how seeds and bubs grow into mature plants.</p> <p>They observe and describe how plants need water, light and a suitable temperature to grow and stay healthy, and the transformation from seeds into plants. This provides an excellent opportunity for children to develop their observational drawing skills of lots of different types of seeds.</p> <p>Children have done some basic drawing in Year 1, but this is an opportunity to teach observational drawing skills; about line, shade, pressure and pencil grip.</p>

**Year 2 MUSIC Topic 7: Health Heroes**

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> <li>• they are more confident at responding to a steady beat and can identify changes in tempi</li> <li>• if they listen carefully they can pick out different ostinati in the same piece of music</li> <li>• you can use different rhythmic patterns to help you sing in two parts</li> </ul> <p><b>Vocabulary:</b>            timbre            tempo            beat/pulse            ostinato            dynamics</p>	<p><b>Music express: Our bodies (3)</b></p> <p>The children will listen to ‘the wagon passes’, identifying changes in dynamics and the use of an ostinato. Then they listen to ‘come to the party’, finding ways to move their bodies to the beat. They will learn the song, making dynamic contrasts clear. They will look at the different rhythms for the verses and practice repeating these in time to the beat. They explore different tempi by listening and moving to ‘Grand gentlemen and dance of the nights’.</p> <p>The children will explore different walking speeds to show different tempi, and use a graphic score to follow these when learning the song ‘Grandad’s band’. They will listen to ‘The ball’, and ‘throw bounce twist’ which uses the idea of a ball moving at different speeds.</p> <p>The children will learn to internalise a melody so they can concentrate on the rhythm of the words. They will play all the rhythms together, following a graphic score. They may be able to do this with an internalised beat (or it may have to be given for them)</p>	<p><i>This carries on work with the beat, consolidating the idea of an ostinato and trying to get children to internalise the beat while they are playing.</i></p> <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils listen to, review, and evaluate music across a range of styles and genres, including the works of the great composers</li> <li>• Pupils learn to sing and play a musical instrument</li> <li>• Pupils explore tempo and timbre</li> <li>• Pupils create music on their own and with others</li> </ul>