

# Devoran School Curriculum Map: Year Two

Autumn Term 2023



## Reading Opportunities

The story of the Titanic for children, The Magic Finger by Roald Dahl, Roby's Worries by Tom Percival

<b>Subject</b> History/Geography <i>How Do We Prevent Maritime Disaster?</i>	<b>Subject</b> Religious Education <i>Who is Muslim and how do they live?</i>	<b>Subject</b> Science <i>Everyday Materials</i>	<b>Subject</b> Computing <i>What is IT?</i>	<b>Subject</b> PSHE <i>Being ME in my world</i>
<b>Intent</b>	<b>Intent</b>	<b>Intent</b>	<b>Intent</b>	<b>Intent</b>
Explore and compare the Titanic disaster with the Penlee Lifeboat disaster.	Explore what people of Islam faith believe and how it impacts their lives.	Explore the use of different materials and why they are used for their purpose.	Learners will develop their understanding of what information technology (IT) is and will begin to identify examples.	To explore ourselves, our behaviour and our own feelings.
<b>Sequence of lessons</b>	<b>Sequence of lessons</b>	<b>Sequence of lessons</b>	<b>Sequence of lessons</b>	<b>Sequence of lessons</b>
1. Who is the RNLI?	1. Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad.	1. Explore the properties of different kitchen papers and disposable cloths.	1. Identify examples of computers and understand they are part of IT.	1. What makes me and class feel safe?
2. What do we know about the Titanic?	2. Ask questions about what they believe and how they live.	2. Think about hard materials and their absorbent properties.	2. Identify that some IT can be used in more than one way.	2. Naming differences and similarities between myself and peers
3. What was life like on board the titanic?	3. say what the words of the Shahadah are and give (at least) one reason why the Shahadah is important to Muslims.	3. Explore different fabrics and investigate how waterproof they are.	3. Begin to explore IT in environments beyond school, including home and familiar places such as shops.	3. How do we work collaboratively in a group
4. Why and how did the unsinkable titanic sink?	4. give one or two examples of how Muslims use the Shahadah and say how this shows what is important to Muslims.	4. Explore the textures and properties of different materials by printing.	4. Focus on the use of IT in a shop and how devices can work together.	4. What makes our body healthy?
5. Why weren't more people saved from the Titanic?	5. talk about three important things Muslims believe about God/Allah.	5. Learn about the waterproof properties of wax.	5. Consider how they use different forms of information technology safely, in a range of different environments.	5. Sharing our relationships and how they make us feel.
6. What happened during the Penlee disaster?	6. Know that Muslims do not draw Allah or the Prophet.	6. Learn how some materials change shape when they are heated up.	6. Think about the choices that are made when using information technology, and the responsibility associated with those choices.	6. How have you changed since birth?
<b>Composite outcome</b>	<b>Composite outcome</b>	<b>Composite outcome</b>	<b>Composite outcome</b>	<b>Composite outcome</b>
Generate questions about the Titanic and Penlee, research the answers and write reports for a class newspaper.	Know that Islam faith is important to Muslims.	Explore the choice and use of materials around us.	They will develop this understanding to become familiar with the term information technology and will be able to identify common features of IT. This unit also builds on the learners' understanding of using technology safely and responsibly.	Link learning to Class Charter and class rules.
<b>Impact</b>	<b>Impact</b>	<b>Impact</b>	<b>Impact</b>	<b>Impact</b>
Children will understand chronology and about a significant event that happened beyond living memory	Gain knowledge to answer questions about Islam.	Understand why materials are used for specific purposes.	Children develop an understanding on the different uses of IT and the impact it had in the world	Children have a secure understanding of themselves and their emotions and how this may impact others'.

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<b>Subject</b> Music <i>Hands, Feet, Heart</i>	<b>Subject</b> Art <i>Sketchbooks and Boats</i>
<b>Intent</b>	<b>Intent</b>
We will learn that we need to use our voices carefully to sing. We can identify features of music i.e. the pulse.	We will gain proficiency in using new tools and our imagination.
<b>Sequence of lessons</b>	<b>Sequence of lessons</b>
1. Sing the song and use the body to make the pulse.	1. Explore texture of objects around us
2. Sing the song and play instrumental parts within the song.	2. Make our own sketchbooks.
3. Sing the song and improvise using voices and/or instruments within the song.	3. Be inspired to keep small pieces of art exploration.
4. Sing the song and perform composition within the song	4. Design a boat that floats
5. Start to prepare for the end-of-unit performance.	5. Choose suitable materials to make a small boat.
6. Prepare and perform end-of-unit performance.	6. Make a boat that floats and test it.
<b>Composite outcome</b>	<b>Composite outcome</b>
Learn and perform Hands, Feet, Heart	Create a sketchbook and a boat that floats.
<b>Impact</b>	<b>Impact</b>
Children will become confident in singing and performing	Develop confidence with tools and creativity.