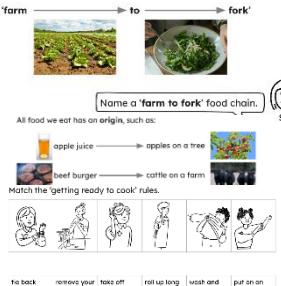
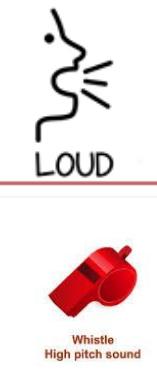




# Enquiry Organiser Cycle 2, Spring 1

## Year Two

Design technology (food - wraps)			Music (pitch and dynamics)		
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> <li>All food is grown, reared or caught.</li> <li>Plants are grown, animals are reared and fish are caught.</li> <li>All food we eat has an origin.</li> <li>“Farm to fork” is a food chain showing the origin of food through to it being eaten</li> <li>To stay healthy we should have the right amounts of different foods [Eatwell Guide].</li> <li>A healthy wrap contains at least 3 food groups.</li> <li>Before preparing food we must get ready: <ul style="list-style-type: none"> <li>tie long hair back</li> <li>remove your jumper</li> <li>roll up long sleeves</li> <li>wash your hands to make them clean [warm water and soap].</li> <li>wear an apron.</li> </ul> </li> <li>You must hold a knife securely and cut away from your fingers.</li> <li>A grater is used to grate food into small pieces. A grater is sharp.</li> <li>A table knife is used to spread, it helps cover the wrap evenly. You can also use the back of a spoon to spread.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and explain where food comes from [vegetables, dairy].</li> <li>Identify a simple design criteria.</li> <li>Design a healthy wrap, based on the Eatwell Guide.</li> <li>Draw a picture of my wrap and label it.</li> <li>Explain basic food handling hygienic practises and personal hygiene.</li> <li>Select and use appropriate foods.</li> <li>Use a grater and/or table knife safely.</li> <li>Evaluate my wrap against the design criteria.</li> <li>Identify the strengths of my wrap and talk about possible changes I might make.</li> <li>Talk about my ideas and say what I like and dislike.</li> </ul>	<ul style="list-style-type: none"> <li>Designing, making and evaluating a fruit kebab in Year 1.</li> <li>Using a knife to safely cut fruit in Year 1.</li> <li>Washing my hands before preparing food.</li> </ul>	<ul style="list-style-type: none"> <li>Pitch means how high or low a musical tone is</li> <li>Dynamics means the volume of parts of music</li> <li>Shakers, bells, wood blocks, claves, tambors, tambourines, drums, triangles are all examples of untuned instruments</li> <li>Instruments make different sounds when played in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Recall and remember short songs and sequences and patterns of sounds.</li> <li>Identify lower and higher sounds in music.</li> <li>Rehearse and perform with others, showing awareness of others.</li> <li>Identify and respond to loud and quiet (dynamics).</li> <li>Identify how sounds can be changed.</li> <li>Play untuned instruments in different ways</li> <li>Follow pitch movements with my hands and use high, low and middle voices.</li> <li>Sing with some control of pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Tempo means fast and slow.</li> <li>Pulse is a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM).</li> <li>Rhythm is the pattern of long and short sounds as you move through the song.</li> <li>Drum, cymbal and maracas are all examples of untuned instruments.</li> <li>Sounds can be used to tell a story.</li> <li>Singing Christmas songs.</li> </ul>
<b>Vocabulary:</b>			<b>Vocabulary:</b>		
<b>Arranging:</b> we arrange food using our fingers. <b>Design:</b> a plan or drawing to show your ideas before you make a product. <b>Design criteria:</b> the specifics that designers should meet when making a product. <b>Eatwell Guide:</b> helps us to understand how much of each food group to eat. <b>Evaluate:</b> reflect on the product I have made and how I can improve it. <b>Folding:</b> keeps the food inside [a wrap]. <b>Food group:</b> there are five food groups: carbohydrates, fruit and vegetables, protein, dairy (alternatives) and fat - are all part of a balanced diet <b>Grating:</b> breaking the food down into smaller pieces. <b>Hygiene:</b> the practice of keeping clean to stay healthy and prevent illness. <b>Product:</b> the final outcome. <b>Reared:</b> animals are raised for food, like dairy cows and sheep. <b>Spreading:</b> covers the wrap evenly with a knife or spoon. <b>Origin:</b> where food comes from.			<b>Dynamics:</b> the volume of parts of music (loud and soft) <b>Instrument:</b> a device used to produce music. <b>Pitch:</b> how high or low a musical tone is <b>Pulse:</b> a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM). <b>Rehearse:</b> recite out loud and say again <b>Perform:</b> present to an audience <b>Untuned:</b> have no notes of definite pitch.		
<b>Images:</b>  			 		

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)

# Enquiry Organiser Cycle 2, Spring 1

## Year Two



History (Victorians)			Science (humans)		
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> <li>• Lots of children from poor families had to go out to work.</li> <li>• Not many people could read or write but Queen Victoria made all children go to school in 1870.</li> <li>• There was no technology in Victorian classrooms.</li> <li>• Children had to sit in rows, at desks and the classrooms were dull.</li> <li>• Queen Victoria's cook baked Queen Drop Biscuits.</li> <li>• The first stamp was used in 1840 and the first post box was built in 1850 [link to Eng. postcards &amp; letters].</li> <li>• Queen Victoria became queen in 1837. This was her coronation.</li> <li>• She ruled throughout the Victorian era (1838-1901).</li> <li>• In 1840 Queen Victoria married Prince Albert.</li> <li>• Queen Victoria died in 1901</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information from simple sources [books, video].</li> <li>• Ask questions.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Use artefacts and photos to help find out about the past.</li> <li>• Show awareness and understanding orally and in writing of significant individuals in the past [Queen Victoria].</li> <li>• Place events in order on an individual timeline e.g. Queen Victoria's coronation, wedding, Diamond Jubilee.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Understand that the past can be represented in different ways.</li> <li>• Use common words and phrases about the passing of time to share what we know about the Victorians.</li> </ul>	<ul style="list-style-type: none"> <li>• Toys have changed over time.</li> <li>• My grandparent's toys were different to mine.</li> <li>• Creating a class timeline.</li> <li>• During WW2, lots of children from big cities and towns were evacuated to the countryside.</li> <li>• The first evacuations began in 1939.</li> <li>• WW2 ended on 2.9.1945.</li> </ul>	<ul style="list-style-type: none"> <li>• To stay healthy humans should have the right amounts of different foods [Eatwell Guide].</li> <li>• To stay healthy humans need exercise.</li> <li>• Animals, including humans, are living.</li> <li>• Some animals live on land and some live in water.</li> <li>• All animals, including humans need water, food and air to survive.</li> <li>• That animals, including humans, have offspring [babies].</li> <li>• Over time, offspring grow and change into adults.</li> <li>• How and why I should keep myself clean.</li> </ul>	<ul style="list-style-type: none"> <li>• Use scientific vocabulary to talk about foods that we should eat often and those we should eat sometimes.</li> <li>• Carry out a test.</li> <li>• Use my senses to make observations.</li> <li>• Describe why it is important for humans to exercise and give reasons.</li> <li>• Use secondary sources of information to answer questions.</li> <li>• Group and order different stages of an animal's growth.</li> <li>• Use sorting hoops to help with grouping.</li> <li>• Describe how animals inc. humans change as they grow.</li> </ul>	<ul style="list-style-type: none"> <li>• Human beings have different body parts.</li> <li>• There are 5 senses.</li> <li>• Our sense of touch is linked to our hands/skin.</li> <li>• Our sense of taste is linked to our mouth/tongue/throat.</li> <li>• Our sense of hearing is linked to our ears.</li> <li>• Our sense of smell is linked to our nose.</li> <li>• Our sense of sight is linked to our eyes.</li> <li>• Investigating which materials are waterproof.</li> </ul>
<b>Vocabulary:</b> <p><b>Artefact:</b> objects made by humans.</p> <p><b>Chronology:</b> putting events, objects or dates in order.</p> <p><b>Coronation:</b> where someone is crowned King or Queen.</p> <p><b>Diamond Jubilee:</b> the 60<sup>th</sup> anniversary.</p> <p><b>Era:</b> a period in history.</p> <p><b>Past:</b> gone by in time.</p> <p><b>Present:</b> existing or occurring now.</p> <p><b>Reign:</b> rule as a monarch (King/Queen).</p> <p><b>Source:</b> a place, person or thing that you can find information from.</p> <p><b>Technology:</b> modern equipment.</p> <p><b>Timeline:</b> a list of events in the order that they happened.</p> <p><b>Victorians:</b> people who lived in the Victorian era (1837-1901).</p>	<b>Images:</b>	<b>Vocabulary:</b> <p><b>Alive:</b> something that is currently living and needs food, air and water to survive.</p> <p><b>Basic need:</b> what living things need to survive.</p> <p><b>Eatwell Guide:</b> helps us to understand how much of each food group to eat.</p> <p><b>Exercise:</b> being active.</p> <p><b>Food group:</b> there are five food groups: carbohydrates, fruit and vegetables, protein, dairy (alternatives) and fat - are all part of a balanced diet.</p> <p><b>Grow:</b> increasing in size or changing physically</p> <p><b>Healthy:</b> keeping your body 'working at its best'.</p> <p><b>Human:</b> a man, woman or child</p> <p><b>Nutritionist:</b> a scientist who studies food and how it works in your body.</p> <p><b>Observe:</b> to look closely.</p> <p><b>Offspring:</b> a person's children or an animal's young</p> <p><b>Result:</b> what happens because of something.</p> <p><b>Survive:</b> to remain alive.</p>	<b>Images:</b> <p><b>A Balanced Plate</b></p>		