


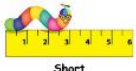
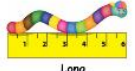



# Enquiry Organiser Cycle 1, Summer 1

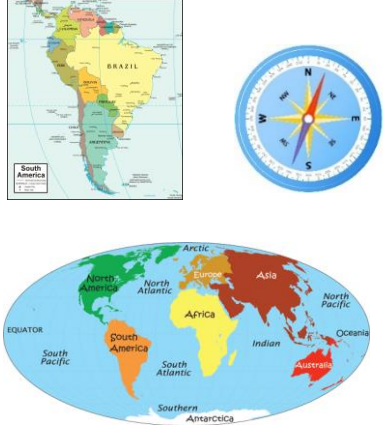
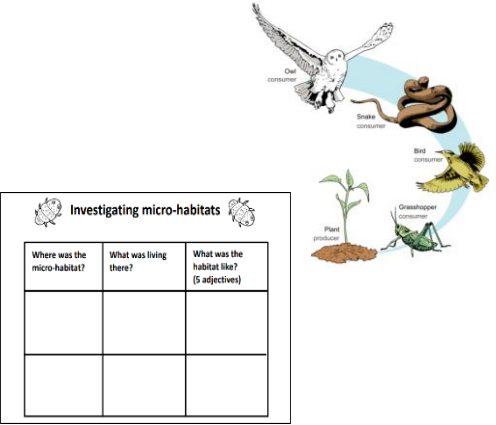
## Year Two



Design Technology			Music		
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>A mechanism is a system of parts working together.</li> <li>The difference between card and wood.</li> <li>The names for equipment I need to use.</li> <li>To score the wood before sawing.</li> <li>To design and practise my ideas before making a final product.</li> </ul>	<ul style="list-style-type: none"> <li>Use a hacksaw and scissors safely.</li> <li>Measure and cut wooden doweling with some accuracy.</li> <li>Explore how my product can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms e.g. axels.</li> </ul>	<ul style="list-style-type: none"> <li>Designing bunting for Christmas using felt</li> <li>Using a running stitch to assemble, join and combine e.g. buttons</li> <li>Designing and making a healthy flapjack</li> <li>Using tools like a knife</li> <li>Creating design criteria</li> <li>Drawing and labelling my designs</li> <li>Evaluating my products against the design criteria.</li> <li>Constructing dens in Forest School</li> </ul>	<ul style="list-style-type: none"> <li>Duration means how long or short a note or piece of music is.</li> <li>Pitch means how high or low a note or sound is.</li> <li>A tuned instrument is an instrument that can produce a specific pitch.</li> <li>A glockenspiel and a xylophone are tuned instruments.</li> <li>Chime bars are a tuned instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Identify long and short sounds in music.</li> <li>Identify high and low sounds in music.</li> <li>Create long and short sounds using my voice, body percussion and tuned instruments.</li> <li>Create high and low sounds using my voice, body percussion and tuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Tempo means how fast or slow and piece of music is.</li> <li>Some untuned instruments e.g. tambourine, bells</li> <li>Using body percussion and my voice to show fast and slow.</li> <li>Sorting instruments into fast and slow.</li> <li>Performing with others.</li> <li>Composing a piece of music and creating a musical score.</li> </ul>
<p><b>Vocabulary:</b></p> <p><b>Axel:</b> a rod passing through the centre of a wheel.</p> <p><b>Design criteria:</b> the specifics that designers should meet when making a product.</p> <p><b>Doweling:</b> cylindrical pieces of wood.</p> <p><b>Evaluate:</b> reflect on the product I have made and how I can improve it.</p> <p><b>Hacksaw:</b> a narrow, fine tooth saw.</p> <p><b>Handle:</b> the part used to turn the axel.</p> <p><b>Mechanism:</b> a system of parts working together.</p> <p><b>Product:</b> the final outcome</p> <p><b>Score:</b> to make a mark or cut on the surface of something hard with a pointed tool.</p>	<p><b>Images:</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Link to Brazilian animals in Rainforest</p>	<p><b>Vocabulary:</b></p> <p><b>Body percussion:</b> using the body to produce different sounds.</p> <p><b>Duration:</b> how long or short a note or piece of music is.</p> <p><b>Pitch:</b> how low or high a note or sound is.</p> <p><b>Tempo:</b> is how fast or slow a note or piece of music is.</p> <p><b>Tuned:</b> an instrument is an instrument that can produce a specific pitch.</p> <p><b>Untuned:</b> not able to produce a specific pitch.</p>	<p><b>Images:</b></p> <div style="text-align: center;">  <p><b>Duration</b></p> <p style="font-size: small;">Duration means the length of each sound Long and short sounds (notes) make up a rhythm</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="text-align: center;">  <p>Short</p> </div> <div style="text-align: center;">  <p>Long</p> </div> </div> <div style="text-align: center; margin-top: 10px;">  </div> </div>		

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



Geography			Science																
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>There are seven continents in the world.</li> <li>There are five oceans in the world.</li> <li>Simple compass directions (North, South, East, West)</li> <li>South America is one of the seven continents.</li> <li>Brazil is the largest country in South America</li> <li>Brazil has more animal and plant species than any other country in the world</li> <li>The Christ the Redeemer statue is the most famous landmark of Brazil</li> <li>Rio de Janeiro is the capital of Brazil</li> <li>The Amazon river flows through Brazil. It is the world's 2nd longest river.</li> <li>The Amazon rainforest is the largest rainforest in the world.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the seven continents and five oceans.</li> <li>Use a map, globe or atlas to locate hot and cold areas of the world.</li> <li>Explore differences between the human and physical geography of the UK and Antarctica.</li> <li>Ask and answer simple geographical questions.</li> <li>Make observations about where things are.</li> <li>Compare human and physical features of different places.</li> <li>Use a map, atlas and globe to locate countries, continents and oceans.</li> <li>Label a map of Brazil (including some physical features) and surrounding oceans.</li> </ul>	<ul style="list-style-type: none"> <li>The UK is made up of 4 countries (England, Northern Ireland, Scotland and Wales).</li> <li>The surrounding seas of the UK (North Sea, Irish Sea, North Atlantic Ocean, English Channel).</li> <li>The capital cities of the UK (London, Edinburgh, Cardiff, Belfast).</li> <li>The angel of the North is a famous UK landmark in England.</li> <li>Learning the continents and oceans during routine (throughout KS1)</li> <li>Walking to the park in Huntingdon.</li> <li>Huntingdon is a town in England.</li> <li>Antarctica is a continent (Yr 1)</li> </ul>	<ul style="list-style-type: none"> <li>Most animals live in habitats to which they are suited.</li> <li>Animals and plants depend on each other.</li> <li>How animals obtain their food.</li> <li>The food chain for at least one animal.</li> <li>A micro-habitat is very small (and name which animals may live there).</li> <li>Brazil has more animal and plant species than any other country in the world.</li> <li>Brazil has the most known species of plants, fresh water fish and mammals</li> </ul>	<ul style="list-style-type: none"> <li>Describe how different habitats provide basic needs for animals around the world.</li> <li>Use a simple food chain.</li> <li>Identify and name different sources of food.</li> <li>Identify and classify different animals from around the world.</li> <li>Group and classify in different ways.</li> <li>Identify and name a variety of animals in micro-habitats.</li> <li>Use scientific vocabulary.</li> <li>Use different sources of information answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>How to compare differences between living, dead and never been alive.</li> <li>Some UK habitats and the animals that live in these.</li> <li>How UK animals obtain their food.</li> <li>There are different types of animals in the world.</li> <li>Herbivores are animals that only eat plants.</li> <li>Carnivores are animals that only eat meat.</li> <li>Omnivores are animals that eat plants and animals.</li> </ul>														
<b>Vocabulary:</b> <b>Country:</b> an area of land that has its own government <b>Compass:</b> an instrument with a pointer which shows the directions of North. <b>Continent:</b> a large land mass, typically a group of countries. <b>Equator:</b> an imaginary circle around the earth dividing the earth into two equal parts. <b>Human feature:</b> something built by humans. <b>Mountain:</b> an area of land that is much higher than the land surrounding it. <b>Ocean:</b> a very large expanse of water. <b>Sea:</b> smaller than oceans and usually located where the land and ocean meets. <b>Physical feature:</b> features that are naturally created.		<b>Images:</b> 		<b>Vocabulary:</b> <b>Consumer:</b> living thing that feeds on an animals or plant for energy. <b>Food chain:</b> a series of organisms each dependent on the next as a source of food. <b>Habitat:</b> where an organism lives. <b>Micro-habitat:</b> a habitat that is small. <b>Predator:</b> an animal that naturally preys on others. <b>Prey:</b> an animal that is hunted and killed by another for food. <b>Producer:</b> living things that creates energy.		<b>Images:</b>  <table border="1" data-bbox="1691 1082 1975 1316"> <thead> <tr> <th colspan="3">Investigating micro-habitats</th> </tr> <tr> <th>Where was the micro-habitat?</th> <th>What was living there?</th> <th>What was the habitat like? (5 adjectives)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		Investigating micro-habitats			Where was the micro-habitat?	What was living there?	What was the habitat like? (5 adjectives)						
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