

 <p><b>Ambitious, capable learners who.....</b></p> <ul style="list-style-type: none"> <li>Set themselves high standards and enjoy challenges.</li> <li><b>Question and enjoy problem solving</b></li> <li><b>Undertake research</b></li> <li>Have the skills to connect and apply the skills learned in other contexts.</li> <li>Can explain the concepts and ideas that they are learning about.</li> <li><b>Can understand how to interpret data and apply mathematical concepts.</b></li> <li><b>Use ICT creatively to communicate, interpret and find out information.</b></li> <li><b>Can communicate in English and Welsh.</b></li> <li>Can undertake research and evaluate critically what they find.</li> </ul> <p>.....so that they are ready to learn throughout their lives.</p>	 <p><b>Enterprising, creative Contributors who....</b></p> <ul style="list-style-type: none"> <li>Take measured risks.</li> <li><b>Connect and apply their knowledge and skills to create ideas and products.</b></li> <li>Think creatively to reframe and solve problems.</li> <li>Identify and grasp opportunities.</li> <li><b>Lead and play different roles in teams effectively and responsibly.</b></li> <li><b>Express ideas and emotions through different types of media.</b></li> <li>Give of their skills and energy so that other people will benefit.</li> </ul> <p>.....so that they are ready to play a full part in life and work.</p>	 <p><b>Ethically informed citizens who.....</b></p> <ul style="list-style-type: none"> <li>Find, evaluate and use evidence in informing views.</li> <li>Engage in contemporary issues based upon their knowledge and values</li> <li>Understand and exercise their human rights and responsibilities.</li> <li>Understand and consider the impact of their actions when making choices.</li> <li><b>Are knowledgeable about their culture, community, society and the world – now and in the past.</b></li> <li><b>Respect the needs and rights of others as a member of a diverse society.</b></li> <li>Show their commitment to the sustainability of the planet.</li> </ul> <p>.....so that they are ready to be citizens of Wales and the World.</p>	 <p><b>Healthy confident individuals who.....</b></p> <ul style="list-style-type: none"> <li>Have secure values an establishing their spiritual and ethical beliefs.</li> <li><b>Are building their mental and emotional well-being by developing confidence, empathy and resilience.</b></li> <li>Apply knowledge about the impact of diet and exercise on their physical and mental health.</li> <li>Know how to find the information to keep safe and well.</li> <li><b>Take part in physical activity.</b></li> <li>Take measured decisions about lifestyle and managing risk.</li> <li>Have the confidence to participate in performance.</li> <li><b>Form positive relationships based on trust and mutual respect.</b></li> <li>Face and overcome challenge.</li> <li><b>Have the skills to manage life independently.</b></li> </ul> <p>.....so that they are ready to lead fulfilling lives as valued members of society.</p>
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**WOW start:** Show examples of family albums and ask the children to bring in photographs of their family including parents and grandparents. Visit to St Fagan's to see how people lived in the past.

**EXPRESSIVE ARTS**  
(Music, Art, Drama, Dance, Film and Digital Media)

- Role play different families through time
- Draw family portraits
- Draw pictures of their homes
- Use clay to create simple 3D models of themselves and family members. Look at examples of family sculptures made by famous artists
- Ask parents and grandparents about their favourite school songs (ask parents to teach their child their favourite song/ dance)
- Create a multi-generational video including music, art, dance and film of the past 40 years
- Make prints of hands on fabric squares of family members and decorate to create a family bunting
- Create a family song or rap which highlights their special qualities and family bond
- Make observational drawings of local features
- Project Make a 3D model/ map of local area
- Role play local people who help us
- Explore traditional/ modern art, music and dance from contrasting localities

**HEALTH AND WELL-BEING**  
(PSE, Learning to Learn, Relationships and Emotions, Healthy Choices, Physical Activity, Keeping Safe)

- Discuss how, whatever age we are, we still need someone to care for us both mentally and physically
- Explore ways in which their bodies move and what they can do with them. Discuss how this differs to a baby's movement and how it might change as they get older
- Share a funny story or memorable incident about themselves or a family member – share during circle time
- Use their bodies in interesting ways through gymnastics and play
- Understand the importance of keeping fit and agile as we grow older
- Play games from the past, including their parents/ grandparents favourite playground games
- Talk and write about their own special qualities
- Talk about people who help us in our community
- Carry out a beach clean with local Eco-Schools representatives/ Keep Wales Tidy
- Circle time – discuss what types of localities they would like to live in when they grow up
- Create and perform in PE simple sequences to show movements linked to directions
- Circle time – explain why they like living where they do and how they think their lives might be different if they lived in the other chosen location
- L2L – Perseverance/ Reflectiveness/ Collaboration/ Curiosity/ Independence

**Year 2 – Summer Term 2021**  
**TOPIC: Family Album**



**Big Ideas:**  
Where we live and our family experiences shape who we are and who we become.  
To learn about the chronology of their lives and their families.  
To know about the geographical and human features of their local community and that there are contrasting localities around the world.

**CELEBRATION finish:** Hold a We Are Family celebration day – celebrate our families, locality and the contrasting locality e.g. play games from the past and from the contrasting locality, try different favourite foods, listen to favourite/ traditional songs etc

**SCIENCE and TECHNOLOGY**

- Invite a parent with a baby in to class (or Google Meet) Talk about what a baby needs and how to care for them. Make comparisons about themselves and a baby.
- Learn about human life cycles
- Explore the human senses and how they develop as we grow

**Technology**

- Design and make a Family Album
- Make a 3d model of the locality
- Cook foods from different eras/ countries

**DCF**

- Sort and classify information about the class into simple charts and tables
- Store digital images in a digital folder
- Bring in images of their own homes to create a display
- Use the roamer to set and follow instructions around a floor map of our locality
- Email a school in a contrasting location
- Take a sound walk around the environment, record using technology

**MATHS AND NUMERACY**

**Number**

- Multiplication and division
- Fractions

**Geometry**

- Property of shapes

**Measurement**

- Money

**Data**

- statistics

**Numeracy**

- Put each other's birthdays and ages in order
- Make a timeline sequencing their own lives/ family lives
- Understand and solve simple problems by using and ordering dates, order and sequence numbers
- Sort and classify information about the class into simple charts and tables
- Make charts and diagrams to show the range of heights, hand spans and shoe sizes
- Language of position and direction

**WELSH DIMENSION**

- Look at the work of artists who specialise in local landscapes e.g. Robert Henry Harrison, John Lloyd Williams
- Listen to and retell traditional and modern stories from Wales and the chosen contrasting locality
- Create a fact sheet about our locality, traditions, foods etc

**HUMANITIES**  
(History, Geography, RE)

- Interview parents and grandparents about their childhoods, talk about how their lives were similar and different to their own, including how the local area has changed or whether they grew up in a different locality/ country
- Display books, artefacts and items from their grandparent's generation to explore
- Make family trees
- Place everyday items and artefacts from the past 20 years in chronological order
- Walk around the local area, take photographs and draw pictures of the geographical human and physical features
- Using maps, look at Our One Square Mile – types of houses, shops, parks in the area
- Compare how the area has changed over time
- Compare and contrast our locality with another place in the world; including environments, food and culture

RE

- Come and See – Spread the Word/ Rules/ Treasures/ Buddhism

**LANGUAGE, LITERACY AND COMMUNICATION**  
(English, Welsh and International Languages)

- Make a scrap book/ family album/ powerpoint presentation annotating details about each family member, present to the class
- Create questions and interview parents and grandparents about their childhoods
- Read and listen to stories about different types of families: Once there were giants – Martin Waddell/ The Family Tree – Oakley Graham/My Family Tree and me – Dusan Petricic/Homeplace – Anne Shelby/The matchbox diary – Paul Fleischman/The Frank Show – David Mackintosh
- Read stories which were family favourites when they were young
- Listen to and share funny/ interesting family stories
- Write simple sentences about their families and homes
- Write an imaginary story about their own family in familiar settings
- Write a class letter to children in a school from the contrasting locality
- Learn their address and write directions how to get from school to their own homes
- Create simple directions booklet giving instructions how to get from one place to another
- Listen to and learn greetings and everyday vocabulary in a different language (and accent) from a contrasting locality
- Write a simple report about Our Locality
- Write a simple diary entry and compare with a diary entry of a child from a contrasting locality overseas
- Follow recipes to create foods from different eras and cultures