

## The BFG – Year 2



Session	<u>National Curriculum objective</u> <b>Children are to learn about:</b>	<b>Activity.</b>
1	To use drawing to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using...pattern, texture, line, shape, form and space.	<u>Art</u> – Sketch the setting from Chapter 1 of the BFG.
2	Use basic geographical vocabulary to refer to key physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, cave etc.  Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house etc.	<u>Geography</u> – Create a map of the BFG’s journey from England to his cave in Giant Country.
3	<u>Art</u> - Use techniques including carbon printing, relief, press and fabric printing and rubbings (colour, pattern, texture, line, shape, form and space).  Experiment with basic tools on rigid and flexible materials.	Design and create a flag for Giant Country using printing. Flag symbols created with potato carvings and cardboard relief.
4	Experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music.  <b>To know about the different instrument groups and know that some create a tune but others only create a rhythm (percussion).</b> <b>To know which instruments are brass.</b>	<u>Music</u> – Look at a trumpet (looks like the dream blower). Discuss the sound it makes. Look at other brass instruments. Discuss similarities and differences in the sounds produced and how they look.
5	Design purposeful, functional, appealing products for themselves and other users based on design criteria.	<u>DT</u> – Design a plate of snozzcumber delights to try and make snozzcumber appealing to the BFG.

	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates and where appropriate information and communication technology.</p>	
6.	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Science</u> – Create a healthy balanced meal for Sophie. Food groups. What does Sophie need to be healthy?</p>
7	<p>Interpret and construct simple pictograms, tally charts, block diagrams and tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask-and-answer questions about totalling and comparing categorical data.</p>	<p><u>Maths</u> – Data collection - favourite fruit and veg. Gather information and create a bar/pictograph.</p>
8.	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates and where appropriate information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate their ideas and products against design criteria.</p>	<p><u>DT</u> – Design, make and evaluate a dream catcher.</p>
9.	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Play tuned and un-tuned instruments musically.</p>	<p><u>Music</u> – Create a sound menu for the frobscottle drink.</p>

10.	Use world map. Atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans.	<u>Geography</u> – Where could Dreamland be? Look at Atlases, identify countries/oceans
11.	Know about and understand the lives of significant individuals who have contributed to national and international achievements.	<u>History</u> – Martin Luther King ‘I have a Dream’. Research Martin Luther King. Create a fact file about him in computing. Name: Born: Who he was: His dream: Add photographs.
12.	Design purposeful, functional, appealing products for themselves and other users based on design criteria.  Generate, develop, model and communicate their ideas through talking, drawing, templates and where appropriate information and communication technology.	<u>DT</u> – Making dream jars. Put dream inside (typed up in computing/written)
13	Use world map. Atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans.	<u>Geography</u> – Pick out locations in the story – orphanage, BFG’s cave, Giant Country, Dreamland, Buckingham Palace and create a map.
14	Use world map. Atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans.	<u>Geography</u> – locate on a world map the countries where giants gobble up children. Use sticky circles to pinpoint places. Research each country. Create a poster in computing.
15	Human/Physical features – Compare a small area of the UK to a contrasting non-European country.	<u>Geography</u> – Compare Billingham to a country the giants visit.
16	solve problems with addition..... using concrete objects and pictorial representations, including those involving numbers, quantities and measures.  Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); .....using rulers.....  Compare and order lengths....	<u>Maths/DT</u> – Sizing up (doubling) Make the BFG in groups.

17	Use drawing .... to develop and share their ideas, experiences and imagination. To develop.... Art techniques in using ...pattern, texture, line, shape form and space.	<u>Art</u> – Use sketch books to create a plate, knife, fork and spoon for the BFG.
18	Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.	<u>DT</u> – How could we reinforce the chair/table The BFG is sitting on/at in Buckingham Palace?
19.	Be able to relate to school rules and school values. Know what makes a good friend. Know the differences between bullying and being unkind.	<u>PSHE</u> – Bullying. Discuss the 9 giants treatment of the BFG and how they made the BFG feel. Discuss children’s experiences. Make clear the differences between bullying and being unkind. How can we help people who are being bullied? How can we be a good friend? Make a ‘Good Friend’ poster. Helping Hand worksheet Twinkl.
20	BFG assessment.	BFG mini quiz
	<u>Science, R.E and computing- see separate plan.</u>	