



Year 2; Spring; African (+nurturing nurses)



Geography—What a wonderful world.

Knowledge

Skills

To know the world's seven continents and five oceans

To know about landmarks and basic human and physical features of the wider world

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.

Use maps and a globe to identify the continents, oceans and the equator and understand that both a map and a globe show the same things. Locate the continents on a paper map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Make predictions about where the hottest places in the world are; Use both maps and globes, identify the coldest places in the world—The North and South Poles. Children to identify the equator and locate the places on the Equator which are the hottest. Describe what a landmark is and recognise and identify landmarks on an aerial photograph in relation to the wider world. Confidently describe basic physical and human features. Begin to recognise and identify physical and human features on a map. Devise a simple map and use and construct symbols in a key.

History—Nurturing nurses

Knowledge

Skills

To correctly sequence photos or items from their own lives and describe these events;

To recognise, identify and describe who Mary Seacole and Florence Nightingale are and the significance of these women and be able to compare them;

To know basic details about George Elliot and Nicholas Chamberlain and how they are significant to the local area;

To recognise or speculate what a source is showing and to answer questions from it.

Sequence photos from different periods of life. Describe memories of key events in lives. Find out about people and events in other times. Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. Select and use a source—observe or handle sources to answer questions about the past on the basis of simple observations.

Hook/Celebration

African theme day, Visit from nurse, Year 2 trip, Shakespeare trip, class assemblies, French day.

Whole School Events

Well-being Week, Valentines Day, World Religion Day, STEM Week, World Book Day

Mother's Day event, Pancake day, Ramadan and Eid, Chinese New Year, NSPCC Number day, Children's rights, Life caravan, tell a fairy-tale day, Sport relief day, Easter.

Stand Alone Subjects

Computing

Safer internet day, Programming.

PE (Twinkl Move)

Netball, Team building, Hockey, Dance.

Music (Charanga)

Violin (enrichment programme)

RE (SACRE)

Who is a Muslim and what do they believe? How and when do we celebrate special and sacred times? - Easter

PSHE (Jigsaw)

Dreams & Goals & Healthy Me

MFL

Introduce days of the week, numbers to 20, locate French speaking countries.

Key Texts

One day on our blue planet..Savannah

The papaya who spoke (T4W)

Zeraffa Giraffa, Anna Hibiscus

Art & Design—Printing/collage, portraits

Knowledge

Skills

To use a range of materials creatively to design and make products.

To use drawing, painting and sculpture to share their ideas, experiences and imagination.

To develop a wide range of art and design techniques.

To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, linking to their own work.

Printing/collage: Making new images through repeated patterns and layered rubbings. Experiment with overprinting motifs and colour. Use if different forms of printing—books, posters, pictures, fabrics. Discuss regular and irregular patterns. Collect/assemble to college by overlapping and overlaying to create effects.

Drawing—portrait skills: Drawing from perception and invention through memory and observation. Uses lines and tones to represent person seen. To begin to investigate through use of pencils and charcoal. To experiment drawing techniques blending, shading and erasing with charcoal. To select techniques for a purpose. To develop proportions of face further through drawing.

Design & Technology—Easter pop-up cards, African food.

Knowledge

Skills

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.

Select from and use a range of tools and equipment. Evaluate their ideas and products against design criteria.

Understand where food comes from.

Easter pop-up card—Design purposeful, functional and appealing products for themselves and others. Select from and use a range of tools and materials. Generate ideas by drawing no their own and other people's ideas. Explore how products have been created. Develop ideas through discussion. Identify a purpose for product. Continue to explore the uses of hinges and card linkages when model making and product designing. Join different materials competently. Describe what they need to do next. Make simple pop ups. Investigate strengthening sheet materials. Explore objects and designs to identity likes and dislikes of the products. Suggest improvements to existing designs.

Food Technology—Measure and weigh food accurately. Assemble or cook food. Cut peel, grate and chop a range of ingredients. Understand a need for a variety of foods in a diet.