

Geography
We will study Kenya, Africa to find out what makes our world such a special place and look the impact of poachers and hunters on the wildlife, the impact of pollution and discover how we can improve our world and look after it.
Geography - Physical
Year 2 Expected
 b) I can explain what makes a locality special.
 c) I can describe some places which are not near my school.
 d) I can describe a place outside Europe using geographical words.
 e) I can describe some of the features associated with an island.
 f) I can describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley.
Y2 Exceeding
 a) I can find the longest and shortest route using a map.
 b) I can use a map, photographs, film or plan to describe a contrasting locality outside Europe.
Geography - Human
Year 2 Expected
 b) I can explain how the jobs people do may be different in different parts of the world.
 c) I can explain how I think that people could spoil the area and how.
 d) I can explain how people could make the area better and how.
 e) I can explain what facilities a town or village might need.
Year 2 Exceeding
 a) I can explain how the weather affects different people.
Geography - Geographic Knowledge
Year 2 Expected
 a) I can name the continents of the world and find them in an atlas.
 b) I can name the world's oceans and find them in an atlas.
 c) I can name major cities of England, Wales, Scotland and Ireland/
 d) I can find out where I live on a map of the UK
Year 2 Exceeding
 a) I can locate some of the world's major rivers and mountain ranges.
 b) I can point out the North, South, East and West associated with maps and compasses.

Through this we will recap the countries and capital cities of the UK from Autumn Term 2, we will recap the use of geographical words that we used to describe our own locality in Autumn 2. At the end of the unit we will recap maps

History
We will research the history of Kenya and why the development of National Parks were beneficial to help our world and protect the animals. The children will learn about the history of the Maasai Mara and why this is an important tradition in Africa.
Historical Enquiry

Year 2 Expected
 b) I can answer questions by using a specific source, such as an information book.
Year 2 Exceeding
 a) can say at least two ways they can find out about the past, e.g. using books & internet.
 b) I can explain why eye-witness accounts may vary.
 c) I can research about a famous event that happens somewhere else in the world and why it has been happening for some time.

Through this we will recap the reliability of sources as we did in Autumn 2. We will compare eye witness accounts studied in Autumn 1 and 2 to eye witness accounts from tourists visiting Kenya.

How can we look after our world ?
Year 2
Spring 1

English
Key texts:
Lila and the Secret of Rain
Hot Hippo
Lion and Mouse (Guided Reading)
Animals Non Fiction (Guided Reading)
Animal poems and Song (Guided Reading)
 Description
 Prediction
 Non-Chronological Report
 Instructions
 Narrative

Science
We will learn about what animals need to survive and their basic needs. This links to our work on looking after the world as we can ensure that our actions impact positively on our world so the animals have more chance of survival.
Animals including humans
Year 2 Expected
 a) I can describe what animals need to survive.
 b) I can explain that animals grow and reproduce.
 c) I can explain why animals have offspring which grow into adults.
 d) I can describe the life cycle of some living things. (e.g. egg, chick, chicken)
 e) I can explain the basic needs of animals, including humans for survival. (water, food, air)
 f) I can describe why exercise, balanced diet and hygiene are important for humans.
Year 2 Exceeding
 a) I can explain that animals reproduce in different ways.

Through this unit we will recap the availability of water through a drought, as studied in our text 'Lila and the Secret of Rain', we will link to Geography and where animals are best placed to survive. We will recap basic survival and link it to humans. We will also link the Maasai Mara jumping dance when discussing a balanced diet and exercise.

DT
Learning how tourism is important to Africa, particularly a Safari. The children need to design a vehicle that is appropriate to help the Earth (limits pollution) and manage the terrain of Africa.
Developing, planning and communicating ideas

Y2 Expected
 a) I can think of ideas and plan what to do next.
 b) I can choose the best tools and materials; I can give reasons why they are best.
 c) I can describe my design by using pictures, diagrams, models and words.

Electrical and Mechanical Components
Y2 Expected
 a) I can join materials together as part of a moving product.
 b) I can add some kind of design to my product.

Uses of Materials
Y2 Expected
 a) I can measure materials to use in a model or structure.
 b) I can join material in different ways.
 c) I can use joining, folding or rolling to make it stronger.

Construction
Y2 Expected
 a) I can make sensible choices as to which material to use for my constructions.
 b) I can develop my own ideas from initial starting points.
 c) I can incorporate some type of movement into models.
 d) I can consider how to improve my construction.

Through our D.T work we will recap the features of the land in Kenya, we will also recap the properties of materials as originally covered in Autumn 1, when deciding on the best materials for the vehicle. We will also include some computer aided design in this unit.

Mathematics

Fractions
Money
Statistics
Measurement
Shape

P.E

Dance - Bokwa

Bokwa is a mixture of boxing and 'kwa' which is short for a traditional African culture dance Kwaito. This links with our studies of Kenya and appreciating other cultures in the world. We will learn how exercise helps us to look after ourselves so that we are able to look after the world.

Y2 Expected

- I can perform body actions with control and co-ordination.
- I can choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.
- I can link actions.
- I can remember and repeat dance phrases.
- I can perform short dances, showing an understanding of expressive qualities
- I can describe the mood, feelings and expressive qualities of dance.
- I can describe how dancing affects my body.
- I know why it is important to be active.
- I can suggest ways they could improve my work.

Y2 Exceeding

- I can create, improve and perform more complex dance phrases.
- I perform short dances, linking actions fluently and with control.
- I can use dynamic and expressive qualities clearly in my dance
- I can use some simple dance vocabulary to describe and interpret dance.
- I know how particular activities can help them to be healthy.

Through this we will recap our learning in science of a balanced diet and exercise. We will talk about the traditional dances of Africa and recap the jumping dance.

PSHE

One Life Spring 1

Y2 Expected

- To know why we have money.
- To understand affording something.
- To discuss needs vs wants
- To understand different meanings of rich
- To be able to make simple goals.

MFL

Unit 2 – Je Me Presente

MFL (listening and responding)

Y2 Expected

- I understand a range of familiar statements.
- I understand a range of familiar questions.

MFL (speaking)

Y2 Expected

- I can give short and simple responses to things that I see and hear.
- I can name and describe people.
- I can name and describe places.
- I can name and describe objects.
- I can use set phrases.

Computing

Creating a PowerPoint presentation about African animals and how we can protect them within our world.

Communicating

Y2 Expected

- I can word process a piece of text.
- I can insert/delete word using the mouse and arrow keys.
- I can highlight texts to change its format (bold, underline, italics)

Data Retrieving and Organising

Y2 Expected

- I can find information on a website.
- I can click links in a website.
- I can print a web page to use as a resource.

Y2 Exceeding

- I can create a presentation in a small group and record the narration.
- I can record sounds into software and playback.
- I can insert pre recorded sounds into a presentation.
- I can capture still and moving images.

E-Safety - Knowledge and Understanding

KS1 Expected

- I can understand the different methods of communication (email, online chat etc)
- I know you should only open an email if you know it's source.
- I know that websites sometimes include pop ups that take them quickly away from the main site.
- I know that it's not always possible to copy some text and pictures from the internet.
- I know that personal information should not be shared online.
- I know I must tell a trusted grown up immediately if anyone tries to meet me via the internet.

E-Safety - Skills

KS1 Expected

- I can follow the school's safer internet rules.
- I can use the search engines agreed by the school.
- I can act if I find something inappropriate online or something I'm unsure of.
- I can use the internet for learning and communicating with others, making choices when navigating through sites.
- I can recognise advertising on websites and learn to ignore it.
- I can use a password to access the secure network.

Through this we will recap our word processing and basic skills sessions from Autumn 1 and 2.

How can we look after our world ? Year 2 Spring 1

R.E.

Special Books

Why is the Bible special to Christians?

Introducing the Bible, how it is treated, beliefs about God shown in the bible.

Art

We will learn how to replicate traditional African patterns and collages in this unit. Appreciating the things that make our world special and that we need to look after traditional methods to ensure our world continues to be a wonderful diverse place.

Collage

Y2 Expected

- I can create individual and group collages.
- I can use different kinds of materials on my collage and explain why I have chosen them
- I can use repeated patterns in my collage.

Printing

Y2 Expected

- I can create a print using pressing, rolling, rubbing and stamping
- I can create a print like a designer

In this unit we will recap our collage skills from the previous terms and using methods we used in our previous D.T unit to make bread (rolling, pressing).

Music

It links to our study of the world as we are appraising and composing music of different cultures to make our world a better place through valuing our similarities and differences in terms of music. We will be looking at traditional Baka music, Voices in the Rainforest and Kye Kye Kule.

Appraising

Year 2 Expected

- I can improve my own work.
 - I can listen out for particular things when listening to music.
- Year 2 Exceeding
- I can recognise sounds that move by steps and by leaps.

Composing

Year 2 Expected

- I can order sounds to create a beginning, middle and end.
- I can create music in response to different starting points.
- I can choose sounds which create an effect.
- I can use symbols to represent sounds.

Year 2 Exceeding

- I can use simple structures in a piece of music.
- I know phrases are where we breathe in a song.

Performing

Year 2 Expected

- I can sing and follow the melody (tune).
- I can sing accurately at a given pitch.
- I can perform simple patterns and accompaniments keeping a steady pulse.
- I can perform with others.
- I can play simple rhythmic patterns on an instrument.
- I can sing/clap a pulse increasing or decreasing in tempo.

Year 2 Exceeding

- I can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.

Through this we will recap our previous learning with singing in rounds, our knowledge of beats, rhythms and pulse.