

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. We will draw our own maps and diagrams.**

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 continents and oceans of the world. We will recap the map skills we used in Autumn 2 and Spring 1. We will recap the differences in human geography between our area and Kenya.

History

**We will research the history of a significant individual who lives in Kenya.**

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.

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

Science

**We will learn about how animals are suited to their habitats, with a particular study on African animals and how animal's habitats are being threatened by poachers and how we can look after our world.**

Science – Living things and their habitats

Year 2 Expected

- a) I can match certain living things to the habitats they are found in.
- b) I can explain the differences between living and non-living things.
- c) I can describe some of the life processes common to plants and animals, including humans
- d) I can decide whether something is living, dead or non-living.
- e) I can describe how a habitat provides for the basic needs of things living there.
- f) I can describe a range of different habitats.
- g) I can describe how plants and animals are suited to their habitat.

Year 2 Exceeding

- a) I can name some characteristics of an animal that help it to live in a particular habitat.
- b) I can describe what animals need to survive and link this to their habitats,

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 from Spring 1. We will recap basic needs for survival from Spring 1. We will link this to our text 'The Hunter' when learning about which habitats are best for animals survival.

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.

Essential 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.

- English
- Key texts:**
- The Hunter (English)**
  - One Plastic Bag (English)**
  - Killer Cat (Guided Reading)**
- Description
- Prediction
- First person narrative
- Non-Chronological Report
- Instructions
- Narrative
- Persuasive text
- Playscript

- Mathematics
- Measurement**
- Shape**

**P.E**  
**Dance - Bobwa**  
 Bobwa 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**

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

**Y2 Exceeding**

- can create, improve and perform more complex dance phrases.
- perform short dances, linking actions fluently and with control.
- can use dynamic and expressive qualities clearly in my dance
- can use some simple dance vocabulary to describe and interpret dance.
- 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 2**  
 Y2 Expected

To know that some foods are grown locally and some further afield.

To name customs of my local community.

To tell you how much chocolate we eat in class.

To tell you the main countries that produce chocolate.

Its understand what Fair Trade means.

**MFL**  
**Unit 2 – Je Me Presente**  
 MFL (listening and responding)

**Y2 Expected**

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

**Y2 Exceeding**

There are no exceeding objectives for this unit.

**MFL (speaking)**  
**Y2 Expected**

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

**Y2 Exceeding**

There are no exceeding objectives for this unit.

**Computing**  
**Creating algorithms using a turtle as they live in Lake Victoria (turtle logo) and we can change the scratch to an African animal.**

**Algorithms and Programs**  
**Y2 Expected**

- can predict the outcomes of a sort of instructions.
- can use right angle turns.
- can use repeat commands.
- can test and amend a set of instructions.
- can write a simple program and test it.
- can predict what the outcome of a simple program will be.

**Y2 Exceeding**

There are no exceeding objectives for this unit.

**E-Safety - Knowledge and Understanding**  
**KSL Expected**

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

**Y2 Exceeding**

There are no exceeding objectives for this unit.

We will recap our maths sessions on directions, our geography lessons on NESW.

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

**R.E**  
**Special Times**

How do Christians celebrate Easter? Introducing the Easter story, beliefs about Jesus, Christian practices associated with Easter.

**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 djembe drums and the artist ZoZo Shuaibu.

**Appraising**  
**Year 2 Expected**

- can listen out for particular things when listening to music.

**Year 2 Exceeding**

We are not covering the exceeding objective this time.

**Performing**  
**Year 2 Expected**

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

**Year 2 Exceeding**

- 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.

**Art**  
**Appreciating the things that make our world special (natural objects).**

**Art—Knowledge**  
**Y2 Expected**

- can link colours to natural and manmade objects.
- can say how other artists/makers/designers have used colour, pattern and shape.
- can create a piece of work in response to another artist's work.

**Y2 Exceeding**

There are no exceeding objectives for this unit.

**Art—use of it**  
**Y2 Expected**

- can create a picture independently.
- can use simple IT mark making tools e.g. brush and pen
- can edit my own work.

**Y2 Exceeding**

There are no exceeding objectives for this unit.

In this unit we will recap our skills from welly week in identifying natural objects.