

Around The World Spring term Year 2

Geography

Locational and Place Knowledge

- Name and locate the world's seven continents and five oceans.
- Small area in a contrasting non-European country.

Human and Physical Geography

- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical features and key human features (from the key learning).

Mapping

- Use a range of maps and globes (including picture maps) at different scales.
- Know that maps give information about places in the world (where/what?).
- Recognise simple features on maps e.g. buildings, roads and fields.
- Recognise that maps need titles.
- Recognise landmarks and basic human features on aerial photos.

Enquiry and Investigation

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
- Investigate through observation and description.
- Recognise differences between own and others' lives.

Communication

- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
- Notice and describe patterns.
- Use basic geographical vocabulary relevant to the area being studied.
- Use maps and other images to talk about everyday life.

Use of ICT/Technology

	<ul style="list-style-type: none"> ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
History	<p>Chronology</p> <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and other people's lives (<i>e.g. Captain James Cook</i>). ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Events, People and Changes</p> <p>To tell the difference between past and present in their own and other people's lives by:</p> <ul style="list-style-type: none"> ▪ Using and making simple comparisons to parts of stories (<i>such as those about explorers</i>), and features of events (<i>such as the first Europeans to find Australia</i>). ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Recount simple stories accurately and suggest why people and events were important. <p>Communication</p> <ul style="list-style-type: none"> ▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ▪ Understand historical concepts and use them to make simple connections and draw contrasts (<i>such as between explorers and themselves</i>). <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Ask and answer questions about the past through observing a range of sources, such as pictures, films and written sources. ▪ Begin to understand the importance of basing ideas on source evidence 'I think this because in the picture...' <p>Begin to understand and form simple hypotheses about the reasons why people in the past acted as they did from a range of sources '...I thought this.... but now I have listened to the story and looked at the picture I think this...'</p>

Art

Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
- Control the types of marks made with the range of media.
- Observe and draw shapes from observations.
- Investigate tone by drawing light/dark lines, light/dark shapes.

Painting

- Use a variety different brush sizes and types.
- Mix and match colours to objects.
- Work on different scales.
- Name different types of paint and their properties; e.g. watercolours/ready mix.
- Identify primary and secondary colours by name.
- Mix primary shades and tones.

3-D Clay

- Manipulate malleable materials in a variety of ways including rolling and kneading.
- Manipulate malleable materials for a purpose, e.g. to make a sculpture.
- Change the surface of a malleable material.
- Understand the safety and basic care of materials and tools.

Evaluating

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

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Evaluation of Existing Products

- Explore existing products and investigate how they have been made.
- Decide how existing products do/do not achieve their purpose.

Focused Tasks

- Join appropriately for different materials and situations e.g. glue, tape.
- Try out different axle fixings and their strengths and weaknesses.
- Make vehicles with construction kits which contain free running wheels.
- Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.
- Cut dowel using hacksaw and bench hook.
- Attach wheels to a chassis using an axle.

Design

- Use pictures and words to convey what they want to design/make.
- Propose more than one idea for their product.
- Use kits/reclaimed materials to develop more than one idea; model ideas with kits, reclaimed materials.
- Select pictures to help develop ideas.
- Use drawings to record ideas as they are developed.
- Talk about their design as they develop and identify good and bad points.
- Note changes made during the making process as annotation to plans/drawings.
- Add notes to drawings to help explanations.
- Describe their models and drawings of ideas and intentions.

Make

- Discuss their work as it progresses.
- Select materials from a limited range that will meet the design criteria.
- Select and name the tools needed to work the materials.
- Explain what they are making.
- Explain which materials they are using and why.
- Name the tools they are using.
- Describe what they need to do next.

Evaluation (of their finished product)

- Say what they like and do not like about items they have made and attempt to say why.
- Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.

Music

Performing

- Play tuned and untuned instruments.
- Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).

Listening

- To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.
- Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).
- Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.

Creating

- Experiment with and create musical patterns.
- Explore, choose and organise sounds and musical ideas.
- Explore and express their ideas and feelings about music using movement, dance and expressive and musical language.
- Make improvements to their own work.

Musical Elements

Pitch

- Identify high and low sounds.

Duration

- Respond to sounds of different duration.
- Recognise the difference between long and short sounds.
- Copy simple patterns of sound of long and short duration.
- Recognise the difference between steady beat and no beat.
- Identify similar rhythmic patterns.

Dynamics

- Differentiate between loud sounds, quiet sounds and silence.

Tempo

- Identify the differences between fast and slow tempos.

	<ul style="list-style-type: none"> Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p>Timbre</p> <ul style="list-style-type: none"> Recognise the difference between singing and speaking. Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. Match selected sounds with their pictured source. Use sound words or phrases to describe selected sounds and the ways in which they are produced.
Global Links	Bushfires

