



Music
See separate Music long term plan.

Year Two Spring 1 Wonderful World

Visits: _____
Visitors: _____

PSHE
Focus Areas Jigsaw Dreams and Goals
Obj – I can explain some of the ways I work cooperatively in my group to create the end product. I can express how it feels to be working as part of this group.

History / Geography

Wonderful World

- Name and locate the continents and oceans of the world using world maps, atlases and globes.
- Understand key features of the continents.
- Understand how journeys can be made around the world.
- Understand the location of hot and cold countries linked to the equator and their position in the world.
- Locate the continent we live in and describe the key features of it.
- Use aerial photographs to recognise landmarks and basic human and physical features.

Skills

- Describe human and physical features of the continents of the world.
- Use a globe and atlas to name and locate countries around the world.
- Describe a journey using geographical vocabulary.
- Use compass directions and follow, locational and directional language.
- Use aerial photographs.
- Follow routes on a map.

Art / DT

Moving Pictures linked to habitats

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- evaluate their ideas and products against design criteria
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

RE

Unit 1.6
Who is Muslim and how do they live?

Science

Focus Area

-Living things and their habitats (world wide habitats including adaptations and food chains)

- observing closely, using simple equipment
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Computing

Questioning (5 week unit)

- I can show that the information provided on pictograms is of limited use beyond answering simple questions.
- I can use yes/no questions to separate information
- I can construct a binary tree to separate different items.
- I can use 2Question (a binary tree) to answer questions
- I can use a database to answer more complex search questions.
- I can use the Search tool to find information.

PE

Focus Areas

- Gymnastics (copy and remember actions, hold a position when balancing, move with control, jump in a variety of ways, rolling forwards, backwards and sideways).
- National Curriculum Links
- I can master basic movements including jumping.
- I can develop my balance, agility and co-ordination, and apply these in a range of activities.