



Life Down Under - Year 2 Term 2.1 - 2019-20

Geography– Australia	Art - Aboriginal Art	Science - Living Things & Their Habitats
<ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 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 microhabitats 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— Digital Literacy	Music	RE– Who is Jewish and what do they believe?
<ul style="list-style-type: none"> recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically 	<ul style="list-style-type: none"> To give examples what Jesus said about the importance of people (A2) To identify two examples of religious believers caring for people(B1) To say what you know about the Jewish practice of Tzedekah (B1) To identify the links between the teaching in the Torah and caring (B1) To give simple reasons why Jesus told the story of the Good Samaritan (A2) To answer questions such as what would it be like if everyone followed the golden rule? (C2) To describe different ideas about what God might be like from reading the creation story(C1) To share their own creative ideas about what the creation story says about God(C1)

English	Maths
<ul style="list-style-type: none"> Cross curricular Writing Australian Peen Pal/Emails/Skype Postcards Non-chronological report Flat Stanley– Boomerang Bonanza 	<ul style="list-style-type: none"> Distance Currency

SMSC/ Enrichment	British Values
<ul style="list-style-type: none"> Assembly themes - Cultural/SEAL/Class Encourage children to take responsibility for their behaviour Reflection within lessons on progress/learning/next steps Faiburn Ings Nature Reserve– 1th February 	<ul style="list-style-type: none"> To talk and write about their opinions and explain their views To care about other people’s feelings and try to see things from their point of view To reflect on spiritual, moral, social and cultural issues To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom To think about people with different values and customs To think about the lives of people living in other places and times