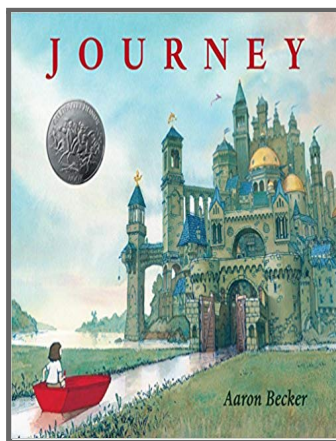


Year 2

Around the World in 40 Days



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Autumn 1	Around the World in 40 Days	Journey	Geography	Transition into Year 2 Building new relationships Mental health and emotional well being Friendships

History and Geography objectives coverage

Geography

Key Question	Ancillary Questions and content focus	Geography Objectives	Learning outcome, taken from skills progression document
Where in the world is that?	<p>Where are the seven continents of the world located?</p> <p>What are the seven continents of the world and where are they located?</p> <p>Where are the five oceans located?</p> <p>What are the five oceans and where are they located?</p> <p>Where in the world is the United Kingdom?</p> <p>When do we use compass directions?</p>	<p>To name and locate the world's seven continents and five oceans</p> <p>To use world maps, atlases and globes to identify the continents and oceans studied at this key stage</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>To be able to recall the seven continents of the world.</p> <p>To be able to recall the five oceans.</p> <p>To be able to describe the seven continents and the five oceans.</p> <p>To be able to compare and contrast different parts of the world.</p> <p>To be able to observe the use of a compass.</p>

English coverage

Text types	Key skills
Fiction - Losing story - description	<p>To write a simple sentence with correct punctuation.</p> <p>To join/ extend ideas using conjunctions.</p> <p>To make writing more interesting by using descriptive language.</p> <p>To create an image in the reader's head by using prepositions to add detail.</p>

Science coverage

Topic	Objectives
Working Scientifically	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions
Plants	<ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

PSHE coverage

Topic	Objectives
<u>Mental Health and emotional wellbeing</u> <u>Friendships</u>	<ul style="list-style-type: none"> - To learn about the importance of special people in our lives - To learn about making friends and who can help with friendships - To learn about solving problems that might arise within friendships - Assessment lesson

Other subject coverage

Subject	Objectives	Learning opportunities
Art and / or DT	<p>To know about the work of different artists (NC).</p> <p>To develop a wide range of techniques using colour, pattern, texture, line, shape, form and space (NC).</p> <p>To use a range of materials creatively to design and make products (NC).</p>	<p>Mark making using a variety of techniques.</p> <p>Observational drawing using range of different techniques</p> <p>3D feather using different skills e.g. folding, fringing, tearing, crumpling.</p>
RE (covered in Autumn 2 RE Day)	To be able to retell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	Christianity - What is kindness? Stories from the Bible - The Good Samaritan
Computing	<p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	Beebots - programming Scratch
PE	<p>To run, using a variety of speeds and directions.</p> <p>To develop fluency in running technique.</p> <p>To track and follow a partner into a space.</p> <p>To move into a space to lose a partner within set boundaries.</p> <p>To focus on isolated body movements linked together in a variety of ways.</p> <p>To reverse the direction and the leading side.</p> <p>To link together a series of actions and shapes to create a movement sequence.</p> <p>To receive and release a variety of equipment into a space.</p>	Listening skills Team work Short sequences
Music	To use voices expressively.	Continent and ocean songs (as part of Geography)
French	<p>To engage in writing activities.</p> <p>To use informal greetings 'salut' and 'et toi' in a simple conversation.</p> <p>To introduce themselves and greet.</p> <p>To begin to hold a short conversation in French</p> <p>To listen and respond to rhymes and imitate pronunciation.</p> <p>To introduce Masculin/feminine - le garçon /la fille</p> <p>To compare French and English schools.</p> <p>To identify where France is located in Europe,</p> <p>To learn the border countries with France and</p>	

	<p>begin to find out about the French culture. To say how you feel To count and recognise numbers 1- 12 To compare French & English Christmas celebrations To learn Christmas song for the Carol Concert To learn the vocabulary for Seasons greetings</p>	
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