

## 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"> <li>▪ Use simple electronic globes/maps.</li> <li>▪ Do simple searches within specific geographic software.</li> <li>▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> </ul>
<b>History</b>	<p><b>Chronology</b>  Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Recognising the distinction between present and past in their own and other people's lives (<i>e.g. Captain James Cook</i>).</li> <li>▪ 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...).</li> </ul> <p><b>Events, People and Changes</b>  To tell the difference between past and present in their own and other people's lives by:</p> <ul style="list-style-type: none"> <li>▪ 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>).</li> <li>▪ 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.</li> <li>▪ Recount simple stories accurately and suggest why people and events were important.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>▪ Understand historical concepts and use them to make simple connections and draw contrasts (<i>such as between explorers and themselves</i>).</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>▪ Ask and answer questions about the past through observing a range of sources, such as pictures, films and written sources.</li> <li>▪ Begin to understand the importance of basing ideas on source evidence 'I think this because in the picture...'</li> </ul> <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>...I thought this.... but now I have listened to the story and looked at the picture I think this...</i>'</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"><li>▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li></ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"><li>▪ Recognise the difference between singing and speaking.</li><li>▪ Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds.</li><li>▪ Match selected sounds with their pictured source.</li><li>▪ Use sound words or phrases to describe selected sounds and the ways in which they are produced.</li></ul>
Global Links	Bushfires

