Kenya

Year 2

Spring 1

Kenya			
Science Animals including humans	Geography Comparison with home	Art and Design Drawing	PE Dance
RE Islam: Prayer at home	Computing Programming: Exploring my topic with a floor robot	PSHE Dreams and Goals	

Animals including humans		Term: 3	Year: 2

Foundations of previous learning:

Year 1

Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets)

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Unit Learning				

NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Use a simple table by recording in numbers Remember words and facts about science Construct block charts Use a simple table Remember facts about science	To know what happens to our bodies as they grow. To know how other animals grow and how they differ to us. To know what we need to live and be healthy. To know why exercise is important. To know why it is important to keep clean.	Growth Reproduction Offspring lifecycle human frog butterfly baby offspring toddler child teenager adult water food	nutrition air breathing respiration diet balanced obesity starvation exercise fitness hygiene microbes bacteria fungi viruses
	Assessment of Skills	**Assessment of Knowledge**		
	Explaining science Data, tables and graphs (See Phil Watkins Assessment boards)	How does your body change? How do other animals grow? What do you need to live and be healthy? Why is exercise important? Why do you need to keep clean?		

Comparison with home		Topic: Kenya	Term: Spring 1	Year: 2

Foundations of previous learning:

In Year 1 the children have learned that the UK is made up of 4 countries and they can name these countries. The children have compared similarities between a coastal region and the area in which they live. They have used simple maps and then applied this knowledge to drawing their own maps during An Island Home, Animals Around the World and Wild Life Garden. Children are able to name simple human and physical features in the local environment and explain changes in the local environment due to seasonal changes.

Year 2 – Children have learned that names of the capital cities in the UK as well as the names of the surrounding seas. Through work on The Great Fire of London they can name and locate the continents and main oceans using globes or maps.

Unit Learning			
NC Objective - Coverage	**Skills**	**Knowledge**	**Vocabulary**
Locational knowledge To name and locate the world's 7 continents and 5 oceans **Place knowledge** To 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 **Human and physical geography** To 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 To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **Geographical skills and fieldwork** To 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	**Knowledge & Understanding** Describe and compare human and physical features seen in their local environment and other places in the world. Name and locate the worlds continents and oceans on a world map or globe. Describe how a physical or human process has changed an aspect of an environment Explain how a place has changed over time. **Practical** Use geographical vocabulary to name features of familiar and unfamiliar places. Use information texts and the web to gather information about the world's human and physical geography. Collect and organise simple data from first and second hand sources including fieldwork. Identify and describe geographical human and physical features using an aerial photograph.	To know that Africa is a continent and is made up of 54 countries. To be able to name the seas and oceans surrounding Africa. To understand the difference in African and UK climate. To explain the relationship between the equator and the weather. To understand the landscape/terrain in Kenya and compare this to the UK. To explore some differences in quality of life in Kenya and UK. To know the compass directions and use this knowledge to describe the location of a country	Africa Continent Countries Environment Features Landscape World Equator World Map Globe Physical Human Sea Ocean Surrounding Kenya Flag Climate Temperature Terrain Water Weather Desert North South East West
	Assessment of Skills	**Assessment of Knowledge**	
	Use geographical vocabulary to name features of familiar and unfamiliar places. Use compass directions (NSEW) to describe the location of a country or geographical process.	Can you identify Africa on a world map? Can you name the surrounding seas and oceans? Can you name at least 3 countries within Africa? Can you identify the Kenyan flag? Can you locate the equator? Can you explain and compare the climates in Kenya and UK? Can you describe the landscape in Kenya? Can you explain how life in Kenya differs from life in UK? What are the compass directions?	

Art and Design

Drawing		Topic: Kenya	Term: Spring 1	Year: 2

Foundations of previous learning:
Children will have experimented with mark making using a variety of tools and will have worked from observations and known objects.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught: To use a range of materials creatively to design and make products To use drawing and painting to develop and share their ideas, experiences and imagination To 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, describing the differences and similarities and making links to their own work.	Use imagination to form simple images from given starting points or a description. Work with a wide range of materials. Create and experiment with shades of colour and name some of these. Create washes to form backgrounds. Begin to control lines to create simple drawings from observations. Draw on smaller and larger scales. Begin to add detail to line drawings. Colour within the line.	To use a wash to create a background. To use simple lines to create an image of an African animal. To add detail to a drawing using lines.	Sketchbook Material Task Artwork Shade Primary Secondary Colour Washes Control	Background Mood Colour Lines Observations Scale Smaller Larger Detail
	Assessment of Skills	**Assessment of Knowledge**		
	Begin to add detail to line drawings Begin to control lines to create simple drawings from observations	Can you create a background using colour wash techniques? Can you create a drawing of an African animal using simple lines? Can you add detail to your drawing using lines?		

Physical Education

Dance	Term: Spring 1	Year: 2

Foundations of previous learning:
Year 1:
Accurately shadow a partner's movements.
Create simple movement patterns, showing awareness of rhythm.
Show control and co-ordination when moving or standing still.
Perform basic sequences, using space safely and recognising simple technical words.
Respond to different stimuli with a range of actions
Copy and explore basic body actions demonstrated by the teacher
Copy simple movement patterns from each other and explore the movement
Choose movements to make into their own phrases with beginnings, middles and ends
Practice and repeat their movement phrases and perform them in a controlled way
Know where their heart is and understand why it beats faster when exercising
Use simple dance vocabulary to describe movement
Talk about dance, linking movement to moods, ideas and feelings
To identify and show their understanding
Assessment: Compose and perform a phrase in dance with a beginning, middle and end.

Unit Learning

NC Objective - Coverage	Skills and Knowledge	Vocabulary	
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending. To perform dances using simple movement patterns.	Perform some dance moves, showing rhythm and choosing the best movements to show my ideas. Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling. Take part in activities and work with others to complete a task. Talk about different stimuli as the starting point for creating dance phrases and short dances. Explore actions in response to stimuli Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range Choose movements to make into their own phrases with beginnings, middles and ends Practice and repeat their movement phrases and perform them in a controlled way Know where their heart is and understand why it beats faster when exercising Use simple dance vocabulary to describe movement Talk about dance, linking movement to moods ideas and feelings To identify and show their understanding. To perform as an individual and as part of a team.	Dance Phrase Rhythm Movement Sequence Coordination Roll Travel Balance Stretch Climb Curl	Improvise Range Dynamic Perform Heart Mirror Team Control Direction Timing
	Assessment		
	Improvise and experiment with actions to explore ideas, moods and feelings in dance.		

Topic: Islam: Prayer at home	Year: 2	Term: Spring 1

Foundations of previous learning:

To understand that religion forms a part of daily life.

To have a basic understanding that there are many different religions practised within our country.

Unit Learning			
NC Objective - Coverage	**Skills**	**Knowledge**	**Vocabulary**
Does praying at regular intervals help a Muslim in his/her everyday life? • To explain what commitment means to us and to Muslims, knowing about how Muslims pray five times a day.	**Thinking about religion and belief** Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs **Enquiring, investigating and interpreting** Recognise that some questions about life are difficult to answer Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression **Beliefs and teachings (what people believe)** Retell religious stories and identify some religious beliefs and teachings **Practices and lifestyles (what people do)** Identify some religious practices, and know that some are characteristic of more than one religion **Expression and language (How people express themselves)** Suggest meanings in religious symbols, language and stories **Identity and experience (Making sense of who we are)** Respond sensitively to the experiences and feelings of others, including those with a faith **Values and commitments (Making sense of right and wrong)** Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	To understand what it takes to be committed. To understand how it feels to be interrupted when doing something. To know that Muslims worship through prayer. To know that Muslims pray five times per day. To know that Muslims face a special direction when they pray. To know that they are called to prayer using a bell. To know that Muslims focus on Allah (God) when praying. To understand that Muslims pray because they believe God has asked them to within their holy book, the Qur'an. To know each stage of prayer. To understand that prayer makes Muslims feel calm. To understand how prayer helps Muslims in many ways. To think about why it may be difficult to pray five times per day. To understand how achieving a goal and being committed can make you feel.	Muslim Allah Qur'an Islam Crescent moon Special Praying Mecca Prayer mat Prayer Routine Faith Imam Hijab Burka Mosque Wudu Salat Mohammed Five Pillars of Islam Belonging Alone Shared Special Important place worship
	Assessment of Skills	**Assessment of Knowledge**	
	I can explain how it felt to have to stop doing something to reach the target we had set. I can start to think through how praying five times a day might help in some ways more than others.	I can use the right words to describe how Muslims pray and begin to explain why they do this.	

Exploring My Topic with Floor Robot		Topic: Programming	Year: 2	Term: Spring 1

Foundations of previous learning:

Children from Year 1 are be able to…

- give instructions to my friend and follow their instructions to move around.
- describe what happens when I press buttons on a robot.
- press the buttons in the correct order to make my robot do what I want.
- describe what actions I will need to do to make something happen and begin to use the word algorithm.
- begin to predict what will happen for a short sequence of instructions.
- begin to use software/apps to create movement and patterns on a screen.

use the word debug when I correct mistakes when I program.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	**Computer Science:** Understand that programs execute by following precise and unambiguous instructions. Understand that objects can be programmed using code to do actions when a key is pressed. Understand that one object can be used to control another object. Can create and debug a simple program.	**Using a Floor Robot** To program a robot to do a particular task using the correct vocabulary. To tell the order I need to do things to make something happen and talk about this as an algorithm. To look at you friend's program and tell them what will happen. To watch a program execute and spot where it goes wrong so that you can debug it. To look at a program and tell you what will happen. To program a robot to do a particular task. To watch a program execute and spot where it goes wrong so that you can debug it.	Debug Sequences Instructions Robot Scratch Jr Programming Program Algorithm Navigate Precise Accurate Sequence Review Unambiguous (plus integral vocabulary from Year 1 computing programme) Green screen Reality Foreground Background Digital manipulation
	Assessment of Skills/Assessment of Knowledge		
	Using a Floor Robot Can you understand the different vocabulary and use it to be successful? Can you talk about the algorithm that describes what you need to do and write the program? Can you predict what will happen when you input a program and can you detect and correct any errors you make?		

Dreams and Goals		Jigsaw	Year: 2	Term: Spring 1

Foundations of previous learning:
Y1 - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it, I know how to store the feelings of success in my internal treasure chest

Unit Learning		
Themes (Puzzle pieces)	**Outcomes**	**Vocabulary**
Goals to success My learning strengths Learning with others A group challenge Celebrating our achievement	I can choose a realistic goal and think about how to achieve it I can identify my successes and achievements and know how this makes me feel (proud) I can persevere even when I find tasks difficult I can tell you some of my strengths as a learner I can recognise who it is easy for me to work with and who it is more difficult for me to work with I understand how working with other people can help me to learn I can work cooperatively in a group to create an end product I can work with other people to solve problems I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group I know how to share success with other people I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud)	Realistic goal achieve success achievement proud strength difficult persevere cooperative problem solving
	Assessment	
	I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group	