

Y2 Term 4

English	Little Answer	How to Look After Your Dragon	Maths	Time, Money, Symmetry
Science: Living Things and their Habitats				
NC objectives from curriculum progression Children will be taught to: Scientific Knowledge *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. Scientific Enquiry Skills *ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other. *suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes. *conduct a simple test, e.g. setting up comparative tests to show that plants need water and light. *examine carefully, e.g. using a hand lens. *draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb. *collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed. *identify and group key outcomes from an enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms. *answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications. Non-statutory guidance <i>Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</i> Pupils might work scientifically by: -sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts -describing how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions -constructing a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.				
Geography: Jamaica				
NC objectives from curriculum progression Children will be taught to: Geographical Knowledge *name and locate the world's seven continents and five oceans Geographical Understanding *identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, comparing the weather of Jamaica and the UK *understand geographical similarities and differences in terms of human and physical features of Jamaica and the UK *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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Enquiry

- *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
- *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key
- *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 (PE)

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
		Observing plants and mini-beasts in the school and local environment Hatch eggs to chicks Talk/Q&A with Jamaican parent Virtual visit – Jess Butterworth (author)

Art/DT: DT – Fruit Smoothies (Nutrition and Cooking)

Children will:

Design

- *explore the range of smoothies available on the market, learning about their roots in cultures around the world and the increase in popularity since the 1990s
- *investigate the ingredients used in different smoothies
- *follow recipes to try out a range of smoothies
- *consider the purpose and intended user of their product – a tasty and healthy smoothie using Caribbean fruits
- *develop a simple design criteria for a smoothie
- *develop their design ideas through discussion, observation, drawing and modelling, using ICT where appropriate
- *make simple drawings and label parts (existing products and their own designs)

Make

- *write a simple recipe
- *begin to select utensils/equipment and ingredients they will need; use vocabulary to name and describe them; explain why they have made these selections
- *learn how to use utensils safely and appropriately to cut, peel and grate
- *follow safe procedures for food safety and hygiene
- *choose and use appropriate finishing techniques (eg. using a fruit garnish, choosing a beaker/jug for serving...)

Evaluate

Start of the unit

- *evaluate existing products relevant to the units (toy fire engines/smoothies/'fabric pictures'), exploring:
 - what their purpose is
 - how they work
 - how and where they are used
 - what materials are used
 - what they like and dislike about them

During the unit

- *talk about their design ideas and what they are making, identifying strengths and possible changes they might make

End of the unit

- *evaluate their product against their design criteria, saying what worked well and what could be improved

ICT: We are Zoologists: record bug hunt data

Children will be taught:

Information Technology

- *to use a range of digital technologies to retrieve, organise and store digital content – ipads to photograph minibeasts.
- *to use questions to sort and classify objects.
- *to create and edit original content for a given purpose using digital technology – editing photos of chicks (to link with art topic) and create and edit a presentation

Digital Literacy

*that there are a number of purposes for which IT is used beyond school, for example, that the web is made up of information shared by people and organisations; that scientists use computers when collecting and analysing data.

*how to keep themselves safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the web and that they should close the lid of a laptop (or similar action) if they find inappropriate images. They should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission and acknowledgement.

E-safety – Managing Online Info and Copyright Ownership (Project Evolve)

PSHE: Working Together

Children will be taught:

R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

R7. to offer constructive support and feedback to others

PE

Indoor PE

Fitness and Multi-skills (Multi-Ability Focus: Cognitive)

Outdoor PE

Net and Wall (Multi-Ability Focus: Creative)

**use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right*

Music

Music Express: Exploring instruments and symbols

Florence Nightingale

<https://www.youtube.com/watch?v=HH6F20CojK4>

RE: Who is a Muslim and what do they believe?

This unit will enable children to:

*talk about how religions teach that people are valuable, giving simple examples (B1).

*identify ways that some people make a response to God by caring for others and the world (B1).

*identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).

*recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).