English

National Curriculum Links

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Being introduced to non-fiction books that are structured in different ways.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.

Writing

Consider what they are going to write before beginning by:

- Planning or saying aloud what they are going to write about.

Make simple additions, revisions and corrections to their own writing by:

- Proof-reading to check for errors in spelling, grammar and punctuation.

Learning how to use familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes).

Learn how to use:

- Sentences with different forms: statement, question, exclamation, command.
- The present and past tenses correctly and consistently, including the progressive form.
- Subordination (using when, if, that or because) and coordination (using or, and or but).

Understand how adjectives can be formed by using suffixes such as -ful, -less.

Possible Texts:

Non-fiction books on Africa.

Handa's Surprise, The Goggle Eyed Goats, Don't Spill the Milk, Monty's Magnificent Mane, Too Much Talk, Can you Hear the Sea?

Maths

National Curriculum Links

Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple question by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

Properties of Shape

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes, for example, a circle on a cylinder and a triangle on a pyramid.
- Compare and sort common 2-D and 3-D shapes and everyday objects.

Fractions

- Recognise, find, name and write fractions ½, 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity.
- Write simple fractions, for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.

Length and Height

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales.
- Compare and order lengths and record the results using >, < and =.

Science

Materials

National Curriculum Links

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Learning Outcomes

Children will be able to:

- Compare and identify different materials.
- Describe simple properties of materials using language such as hard/soft, rough/smooth, flexible/rigid, shiny/dull, waterproof/permeable etc.
- Sort materials according to various criteria.
- Identify the uses of different materials in and around school.
- Decide upon the suitability of materials for different purposes.
- Discuss and test how materials change through manipulation and changing temperature.
- Investigate which materials are best for a purpose (for example, keeping something dry, shaded or cold).

Geography

Africa

National Curriculum Links

- 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 basic geographical terms 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, shop
- 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.

Learning Outcomes

Children will:

- Use atlases and maps to find Africa and name continents and countries in the world.
- Use the compass points.
- Look at photos/Google Earth images and consider how the landscape in Africa compares to the landscape in Alnwick.
- Research the weather in Kenya and compare to the weather in England.
- Look at pictures of traditional houses/schools/clothes and consider how they compare to ours.

Africa

Year 2

Spring 2

Art & Design

African Landscapes

National Curriculum Links

Pupils should be taught:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture 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.

Learning Outcomes

Children will:

- Look at a photographs and paintings of African landscapes/sunsets for stimulus
- Discuss the use of warm colours and silhouettes
- Create African landscapes/sunsets using paints and dyes
- Create silhouettes to show the flora and fauna of Africa

Other possible art activities:

African masks; camouflage pics; African print patterns

RE

Northumberland Agreed Syllabus

Theme: Easter - Resurrection

Religion: Christianity

Key Question: How important is it to Christians that Jesus came back to life after his crucifixion?

Learning Outcomes

Children will:

- Listen to the Easter story
- Recall what Christians believe happened at Easter
- Understand what Jesus' resurrection means to Christians
- Offer their opinion on the story

PSHE

Relationships

Pupils should be taught:

- How to develop and maintain a variety of healthy relationships.
- How to recognise and manage emotions.
- How to recognise risky relationships.
- How to respond to risky relationships and how to ask for help.
- How to respect equality and diversity in relationships.

Learning Outcomes

Children will:

- Learn about the special people in their lives who look after them.
- Describe what constitutes a good friend and how they communicate their feelings to their friends.
- Work out strategies to help them work cooperatively and to help them respond to others when they are in uncomfortable situations.
- Recognise how their behaviour affects others and describe how to show they care for others.

Swansfield Park Primary School

Physical Education

Gymnastics

National Curriculum Links

Pupils should be taught to:

- Master basic movements including running, jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

Gymnastics

Children will:

- Learn and use basic jumps (tuck, star and straight)
- Learn and use basic balances (L, T, arabesque)
- Learn and use basic rolls
- Link movements and balances to develop and perform movement sequences
- Self and peer evaluate performance and look for ways to improve their sequences

Computing

African Safari Green Screen

National Curriculum Links

Pupils should be taught to:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- 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.

Learning Outcomes

Children will:

- Discuss what personal information is.
- Be reminded about the importance of keeping personal information private.
- Learn SID's top tips.
- Write and perform a safari script/poem based on their work in Geography.
- Perform and record their script in front of the green screen.
- Work with an adult to superimpose their videos on an African background.

Music

Zootime

National Curriculum Links

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality and recorded music.

Learning Outcomes

Children will:

- Focus on keeping the beat/pulse.
- Listen to and appraise music.
- Accompany songs using tuned/untuned instruments.

Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

For example:

- *Writing and performing their safari scripts/poems in front of the green screen (Computing).*
- *Describing different climate, landscape and landmarks (Geography).*
- *Writing about the festival of Easter (RE).*

Mastering Maths

Opportunities for children to develop deep learning:

Geography:

- Using positional and directional language during map work.
- Comparing average temperatures in Africa and the UK.

Computing:

- Timing presentations for green screen productions.

Science:

- Measuring and recording how long it takes for water to soak through different materials.
- Measuring and recording how long it takes for ice to melt.

Investigation Possibilities

Science

- How many different ways can materials be sorted?
- How can we change the shape of different materials?
- Which material would provide the most shade for Handa?
- Which material would keep Handa's drink cold for the longest?

Philosophy for Children

Geography

- Is it fair that some people have little or no access to fresh water?
- Should big game hunting be allowed when it brings money into a country?

P.S.H.E.

- Should we always let people hug and kiss us even if we don't like it?
- What should we do if we don't agree with our friends?

Opportunities for Outdoor Learning

Geography:

- Make observations of our local environment to allow comparison with a region in Africa.
- Go on a Swansfield Safari.

Maths:

- Make 2D and 3D shapes using natural materials.
- Measure length/height of objects in the outdoor environment