



# Year 2

## English:

Key genres: setting description, story (talk for writing), poetry

Key texts: We're going on a lion hunt, Mufaro's beautiful daughters, The hunter, Lila and the rain, the enormous crocodile.

## Maths:

Multiplication and division, statistics, money, length and height,

## Geography:

- 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.
- 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 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.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## PE: Throwing and catching, dance, yoga, fundamental movement skills.

- 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
- Participate in team games, developing simple tactics for attacking and defending

## Music: BBC Teach: Anansi and the moss covered rock and Charanga: Djembe unit

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

## Tanzania

How does the United Kingdom compare to Tanzania?



## Art: Painting, drawing and portraits (face to face).

- 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.

## PSHE:

Keeping clean    Drug safety    Physical activity  
 Skin                      Similarities and differences  
 Dental hygiene    The human body    Exercise  
 Growing up    Changing needs

## DT: Mechanisms—wheels and axels. Designing a vehicle to explore the safari park.

- To design purposeful, functional, appealing products for themselves and other users based on design criteria.
- To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- To select from and use a range of tools and equipment to perform practical tasks.
- To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- To explore and evaluate a range of existing products.
- To evaluate their ideas and products against design criteria.
- To build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

## Science: Living things and their habitats

- 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 micro-habitats
- 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.

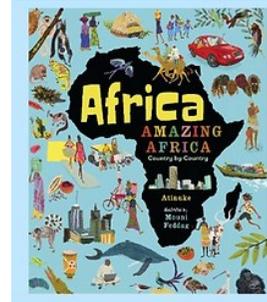
## Computing: Data pictograms and robot algorithms.

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

## RE:

How would you recognise love and forgiveness?  
What can we learn from the stories that Jesus told and stories about Jesus?

How can I explore this  
at home?



### **Africa, Amazing Africa: Country by Country**

Atinuke & Mouni Feddag

*Non-fiction*

This non-fiction book is British-Nigerian storyteller Atinuke's personal love letter to the African continent, and its 55 countries in all their variety. It divides Africa into five sections: South, East, West, Central and North, each with its own introduction. This is followed by a page per country, containing a delightful mix of friendly, informative text and colourful illustrations.

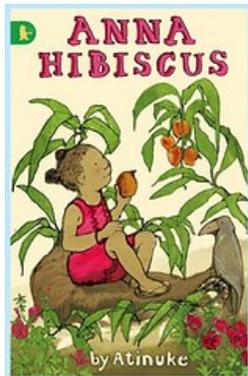


### **One Day on our Blue Planet: In the Savannah**

Ella Bailey

*Picturebook*

Part of the popular 'One Day on our Blue Planet' series, this beautifully illustrated picture book charts the wildlife in the Savannah across the course of a whole day. Informative and visually appealing with accessible text, this non-fiction series is a winner for KS1 classrooms.



### **Anna Hibiscus**

Atinuke

*Short chapter book*

Anna Hibiscus is a young girl who lives in an African city with her family. This early chapter book is an excellent choice for KS1 and the story collection offers a window into what everyday life might look like for one child growing up in one part of amazing Africa.

When out shopping,  
can you explore where  
your food comes from?  
Is any of it from Africa?

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topics/zyhp34j](https://www.bbc.co.uk/bitesize/topics/zyhp34j)

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