



SEAFORD PRIMARY SCHOOL

Year 2 Term 4

<p>Topic Title- Follow the Swallow.</p>		
<p><u>History</u> <u>No specific history focus this term.</u></p>	<p><u>Geography – Knowledge</u></p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • 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 • 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 <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • devise a simple map • use and construct basic symbols in a key • use world maps, atlases and globes to identify 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 <p><u>Enquiry:</u> Asking geographical questions.</p>	<p><u>Science- Materials matter</u></p> <ul style="list-style-type: none"> • 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. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions.
<p><u>English Text/Genres</u> A comparison between stories with similar settings, different cultures e.g 'Follow the Swallow', and 'The Hunter Story' (3 weeks) Information book writing focussing on South Africa (1 week) Letter writing-The day the Crayons Quit (1 week)</p> <p><u>Writing Opportunities</u> Setting description Story Information book-South Africa Letter writing Easter Story</p>	<p><u>Maths</u></p> <ul style="list-style-type: none"> • Recap place value • Measurement <ul style="list-style-type: none"> -Measure length (cm) -Measure length (m) -Compare lengths -Order lengths -Four operations with lengths • Rotation and turns • Fractions (2 weeks) 	<p><u>Computing E-Safety</u> To understand what a search engine is and when we use them</p> <p><u>Search Engines</u> Use the internet safely to answer simple questions To use the program word art to display information To copy images from the internet to create a PowerPoint presentation.</p>

<p>Design Technology</p> <p>No specific DT focus this term</p>	<p>Art and Design-Ndebele Art Knowledge</p> <p>Explore different forms of creative works by artists, crafts makers and designers, from different cultures and times.</p> <p>Drawing Skills</p> <p>Work in a range of materials suitable to the task. E.g. pencil crayon, pastel, charcoal, pen.</p> <p>Painting Skills</p> <p>Recognise primary and secondary colours and where they sit on the colour wheel.</p> <p>Comparing colours in South Africa to the South Pole</p> <p>Craft Skills</p> <p>Explore art that is made from a range of experimental craft, including collage, mixed media and textiles.</p>	<p>P.E</p> <p>Outdoor PE in Term 3 involves net games, using racquets and balls and in Term 4 will be striking and fielding skills. Indoor PE is gymnastics and dance for Term 3 and 4, focusing on apparatus work. During Term 4's indoor PE, the children will be creating a dance and performance of The Lion King.</p> <p>These skills are embedded in all our PE units throughout the year:</p> <p><u>Skills</u></p> <p>To move, stop and remain still with balance and clarity of movement and shape.</p> <p>To repeat simple combinations of skills and actions showing coordination and changes in direction and speed.</p> <p>To use a range of skills that make use of equipment with basic consistency and accuracy.</p> <p><u>Condition, Health and Well-being</u></p> <p>To be able to use their own and others' ideas for movement, tactics and compositions.</p> <p>To describe how they feel after exercise.</p> <p>To know the importance of physical activity, diet and sleep to make them feel good and well.</p> <p><u>Decision Making</u></p> <p>To come up with their own ideas for warming up and practising.</p> <p>To be able to identify skills, actions and parts of sequences that are good quality.</p> <p>To be able to describe the differences and similarities between sequences.</p>
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<p>RSHE</p> <p>Healthy Me</p> <p>I know how to keep my body healthy</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p> <p>I understand how medicines work in my body and how important it is to use them safely</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I can make some healthy snacks and explain why they are good for my body</p>	<p>R.E. Celebration-Easter</p> <p>Understand the importance of respect in places of worship</p> <p>Pupils enact stories and celebrations from Easter, finding out about what the stories told at the festivals mean e.g.: through welcoming visitors to talk about their festivals.</p>	<p>Music</p> <p>Composing</p> <p>Controlling sounds, 2/3 note melodies. Using and interpreting symbols</p>
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Super Start –Ndebele artwork
Mystic Middle- Create traditional African inspired masks for Lion King dance sequence
Epic End- Performance of Lion King Dance and use handmade traditional African masks
Links to careers- <https://explorify.wellcome.ac.uk/> (Science Activities)