



SEAFORD PRIMARY SCHOOL

Year 2 Term 4

Topic Title- Follow the Swallow.

<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- LIGHT</u></p> <ul style="list-style-type: none">• Recognise that they need light in order to see things and that dark is the absence of light.• Recognise that light from the sun is dangerous and that there are ways to protect their eyes. <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</p>	<p><u>Maths (opportunities for maths links)</u></p> <ul style="list-style-type: none">• Lines of symmetry• Sort 2-D shapes• Make patterns with 2-D shapes• Count faces on 3-D shapes	<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>Story Information book-South Africa Letter writing Easter Story</p>		
<p>Design Technology</p> <p>No specific DT focus this term</p>	<p>Art and Design-Ndebele Art Knowledge Explore different forms of creative works by artists, crafts makers and designers, from difference cultures and times.</p> <p>Drawing Skills Work in a range of materials suitable to the task. E.g. pencil crayon, pastel, charcoal, pen.</p> <p>Painting Skills 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 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 for Term 3 and 4, focusing on apparatus work. These skills are embedded in all our PE units throughout the year:</p> <p><u>Skills</u> To move, stop and remain still with balance and clarity of movement and shape. To repeat simple combinations of skills and actions showing coordination and changes in direction and speed. 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> To be able to use their own and others' ideas for movement, tactics and compositions. To describe how they feel after exercise. To know the importance of physical activity, diet and sleep to make them feel good and well.</p> <p><u>Decision Making</u> To come up with their own ideas for warming up and practising. To be able to identify skills, actions and parts of sequences that are good quality. To be able to describe the differences and similarities between sequences.</p>
<p>PSHE Healthy Me 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 Understand the importance of respect in places of worship 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 Controlling sounds, 2/3 note melodies. Using and interpreting symbols</p>
<p>Super Start –Drawing from a birds eye view Mysfic Middle-Journey Stick Epic End-South Africa day Links to careers- https://explorify.wellcome.ac.uk/ (Science Activities)</p>		