Theme: 'Animal Kingdom' Year 2 **Term:** Spring term (12 weeks)

Heatherlands Primary School

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the **'Big Ideas'.**

Key knowledge and skills

Science

Big ideas: investigation, explanation & observation

Enquiry: How can animals be grouped based on their needs for survival?

- Know what is meant by the term offspring **(explanation)**
- Describe a selection of lifecycles **(explanation)**
- Understand that animals, including humans have offspring which grow into adults **(observation, explanation)**
- Know what the basic needs for survival are (water, food, air) **(explanation)**
- Know why we need food, water and air to survive **(observation, explanation)**
- Know what would happen if 1 or more essential was taken away **(observation, explanation)**
- Know where to find the essentials in different environments **(observation, explanation, investigation)**
- Know what is meant by carnivore, herbivore and omnivore, naming animals **(explanation)**
- Sort animals into groups based on their diet **(explanation)**
- Know the difference between living things, things that are dead and things that have never been alive **(explanation)**
- Know where animals obtain their food from **(explanation)**
- Know and name sources of food **(observation, explanation)**
- Know about food chains **(explanation)**
- Know what a producer, consumer, predator and prey are **(explanation)**

Key knowledge and skills

Geography

Big ideas: location, diversity & impact

Locational knowledge

- Name and locate the 5 oceans. **(location)**
- Name and locate the 7 continents. **(location)**
- Locate the North and South poles in relation to the Equator. **(location)**

Place knowledge

- Find out that countries near the equator are hotter than those further away, including the UK. **(LOCATION, DIVERSITY, IMPACT)**
- Use maps and atlases to locate different countries proximity to the equator. **(LOCATION)**
- Understand and explain why a country is hot or cold based on its location on Earth. **(LOCATION, DIVERSTIY, IMPACT)**
- Compare geographical similarities and differences between Poole and Namibia including climate, weather and ecosystems. **(LOCATION, DIVERSITY)**
- Understand the daily weather patterns in the UK and how these differ in Namibia. (Science) **(LOCATION, DIVERSITY, IMPACT)**

Human and Physical geography

- Name and compare human and physical features in Namibia. **(LOCATION, DIVERSITY, IMPACT)**
- Gather data about the environment (weather charts, traffic surveys). (Maths) **(LOCATION, DIVERSITY, IMPACT)**
- Identify seasonal and daily weather patterns. (Science) **(LOCATION, DIVERSITY, IMPACT)**

SC1:

- Ask simple questions and recognise that they can be answered in different ways
- Identify and classify
- Use their observations and ideas to suggest answers to questions

ART

Big ideas: Inspiration, experimentation & expression

- Know that sculpture is when an artist's thoughts are represented by a 3D model. **(inspiration, expression)**
- Study sculptures by Henry Moore, Andy Goldsworthy and Richard Sweeney and use natural objects as starting points for own work **(inspiration, experimentation, expression)**
- Know that Henry Moore sculpted with bronze and stone. **(expression)**
- Know that Andy Goldsworthy sculpted with natural materials **(expression)**
- Know that Richard Sweeney sculpted with paper. **(expression)**
- Explore different media and how these are used to create sculptures . **(inspiration, experimentation, expression)**
- Link ideas to those of famous sculptors using clay, paper and natural materials. **(inspiration, experimentation, expression)**
- Know that when joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scratched). This makes the join more likely to hold. **(experimentation, expression)**
- Know which clay tools can be used to add marks as decoration and to create texture. **(experimentation, expression)**

Fieldwork

LOCAL AREA STUDY - hot and cold areas of the school

- Ask questions to a range of people. **(diversity)**
- Make simple measurements in the locality, *e.g. measuring rainfall and comparing seasonal rainfall.* **(diversity)**
- Organise simple data from fieldwork and second hand sources, *e.g. using tables and descriptions.*
- Measure and explain simple patterns to do with human activities, *e.g. suggest why the flow of traffic outside school changes at different times.* **(diversity, impact)**

Computing (see separate planning)

Big ideas: coding, design & online safety

- Understand how data can be used to help answer a question.
- Ask an appropriate question, gather data using a tally chart and present it using digital tools. **(design)**
- Begin to explore how yes or no questions can be used to sort data. **(design)**
- Understand how branching databases work and practise navigating them to find answers. **(design)**

Oracy:

Give well-structured descriptions, exclamations and narratives for different purpose – conjunctions.
Weather Report

Key vocabulary:

Animals, humans, mammals, offspring, needs, survival, exercise, food, hygiene, life cycles, basic needs, nutrition, diet, oxygen, environments

Sculptor, artist, 3D, bronze, stone, natural materials, media, joining, rough, texture

Continents, oceans, geography, similarities, differences, compass, directions, maps, large scale, plan perspectives, geographical vocabulary, human, physical, symbols, key, human features, physical features, temperature, climate, seasons, seasonal, patterns, weather, Similarities, differences, weather patterns, Namibia, UK, equator, proximity

Branch, data, database, tally chart, digital tools, questions, sort, navigating

Previous linked learning to consolidate: Year 1 'Home and away' – local area study, Year 2 'Poles apart' – study of different climates
What comes next? Year 3 – 'By the riverside' – humans and other animals