

Great Explorers

Autumn 1 <u>Paddington Bear: From Peru to Pensnett</u>	Autumn 2 <u>Paddington Bear: a trip to the North Pole</u>
<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Narrative – quest • Non-fiction – letter writing 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Narrative – warning • Non-fiction – diary
<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Number – Place Value <ol style="list-style-type: none"> 1.Y2 MATHS NUMBER PLACE VALUE Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. 2. [EXS] [KEY] Y2 MATHS NUMBER PLACE VALUE Recognise the place value of each digit in a two-digit number (tens, ones). 3.Y2 MATHS NUMBER PLACE VALUE Identify, represent and estimate numbers using different representations, including the number line. 4.Y2 MATHS NUMBER PLACE VALUE Compare and order numbers from 0 up to 100. 5.Y2 MATHS NUMBER PLACE VALUE Use greater than, less than and = signs. 6.Y2 MATHS NUMBER PLACE VALUE Read and write numbers to at least 100 in numerals and in words. 7. [EXS] [KEY] Y2 MATHS NUMBER PLACE VALUE Use place value and number facts to solve problems. • Number – Addition and Subtraction <ol style="list-style-type: none"> 1.Y2 MATHS ADDITION SUBTRACTION Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. 2.Y2 MATHS ADDITION SUBTRACTION Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods. 3.Y2 MATHS ADDITION SUBTRACTION Solve problems with addition and subtraction recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. 4.Y2 MATHS ADDITION SUBTRACTION Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. 5.Y2 MATHS ADDITION SUBTRACTION Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens. 6. [EXS] [KEY] Y2 MATHS ADDITION SUBTRACTION Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. 7.Y2 MATHS ADDITION SUBTRACTION Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers. 	<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Number – Addition and Subtraction <ol style="list-style-type: none"> 1.Y2 MATHS ADDITION SUBTRACTION Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. 2.Y2 MATHS ADDITION SUBTRACTION Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods. 3.Y2 MATHS ADDITION SUBTRACTION Solve problems with addition and subtraction recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. 4.Y2 MATHS ADDITION SUBTRACTION Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. 5.Y2 MATHS ADDITION SUBTRACTION Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens. 6. [EXS] [KEY] Y2 MATHS ADDITION SUBTRACTION Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. 7.Y2 MATHS ADDITION SUBTRACTION Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers. 8.Y2 MATHS ADDITION SUBTRACTION Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 9. [EXS] [KEY] Y2 MATHS ADDITION SUBTRACTION Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • Measurement – Money <ol style="list-style-type: none"> 1.Y2 MATHS MEASUREMENT Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. 2. [EXS] [KEY] Y2 MATHS MEASUREMENT Find different combinations of coins that equal the same amounts of money. 3.Y2 MATHS MEASUREMENT Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Number – Multiplication and Division

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<p>8.Y2 MATHS ADDITION SUBTRACTION Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>9. [EXS] [KEY] Y2 MATHS ADDITION SUBTRACTION Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>1. [EXS] [KEY] Y2 MATHS MULTIPLICATION DIVISION Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>2.Y2 MATHS MULTIPLICATION DIVISION Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.</p> <p>3.Y2 MATHS MULTIPLICATION DIVISION Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>4. [EXS] [KEY] Y2 MATHS MULTIPLICATION DIVISION Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>
<p>Science <u>Animals, including humans</u></p> <p>13.Y2 SCIENCE ANIMALS Notice that animals, including humans, have offspring which grow into adults. I know that animals, including humans, have babies which grow into adults.</p> <p>14.Y2 SCIENCE ANIMALS Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). I know that animals, including humans, need water, food and air to survive.</p> <p>15.Y2 SCIENCE ANIMALS Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. I know that exercise, eating the right amounts of different types of food, and hygiene are all important for humans.</p>	<p>Science <u>Animals, including humans</u></p> <p>13.Y2 SCIENCE ANIMALS Notice that animals, including humans, have offspring which grow into adults. I know that animals, including humans, have babies which grow into adults.</p> <p>14.Y2 SCIENCE ANIMALS Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). I know that animals, including humans, need water, food and air to survive.</p> <p>15.Y2 SCIENCE ANIMALS Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. I know that exercise, eating the right amounts of different types of food, and hygiene are all important for humans.</p>
<p>History <u>Christopher Columbus</u></p> <p>1.Y1,2 HISTORY Events beyond living memory that are significant nationally or globally. He has used a range of sources to discover major historical events that have shaped the world we live in</p> <p>2.Y1,2 HISTORY The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. He has learnt about the contributions and achievements of some historical figures. He has used this information to compare life in different periods of time</p>	<p>History <u>Cook and Peary.</u></p> <p>1.Y1,2 HISTORY Events beyond living memory that are significant nationally or globally. He has used a range of sources to discover major historical events that have shaped the world we live in</p> <p>2.Y1,2 HISTORY The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. He has learnt about the contributions and achievements of some historical figures. He has used this information to compare life in different periods of time</p>
<p>Geography <u>For this half term, focus on Peru and the UK, in particular Pensnett.</u></p> <p>1.Y1,2 GEOGRAPHY Locational Knowledge Locational knowledge: Name and locate the world's seven continents and five oceans. He can name the world's continents and oceans and can point them out on a map or globe</p> <p>2.Y1,2 GEOGRAPHY Locational Knowledge Locational knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. He knows and can locate the four countries of the United Kingdom and the seas around it. He can identify their capital cities and each country's characteristics</p> <p>3.Y1,2 GEOGRAPHY Place Knowledge Place knowledge: 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. He has studied an area of the UK and has compared this to a region of a non-European country. He can identify the geographical similarities and differences between them</p>	<p>Geography <u>Focus on the North Pole discovered by Cook and Peary.</u></p> <p>1.Y1,2 GEOGRAPHY Locational Knowledge Locational knowledge: Name and locate the world's seven continents and five oceans. He can name the world's continents and oceans and can point them out on a map or globe</p> <p>2.Y1,2 GEOGRAPHY Locational Knowledge Locational knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. He knows and can locate the four countries of the United Kingdom and the seas around it. He can identify their capital cities and each country's characteristics</p> <p>3.Y1,2 GEOGRAPHY Place Knowledge Place knowledge: 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. He has studied an area of the UK and has compared this to a region of a non-European country. He can identify the geographical similarities and differences between them</p>

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<p>4.Y1,2 GEOGRAPHY Human and Physical Human and physical geography: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. He knows where the Equator and North and South Poles are. He understands how these affect the temperatures of nearby countries and regions</p> <p>5.Y1,2 GEOGRAPHY Human and Physical Human and physical geography: Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, sea and ocean. He can use geographical language to accurately describe key physical features of oceans, seas and coastlines</p> <p>6.Y1,2 GEOGRAPHY Human and Physical Human and physical geography: Use basic geographical vocabulary to refer to key physical features, including forest, hill, mountain, river, soil, valley and vegetation. He is able to accurately describe key physical land features using geographical vocabulary</p> <p>7.Y1,2 GEOGRAPHY Human and Physical Human and physical geography: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. He is able to talk about man-made geographical features using the appropriate terminology</p> <p>8.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries. He can identify the United Kingdom and its countries using a range of maps, atlases and globes</p> <p>9.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. He is able to use maps, globes and atlases to identify the worlds' continents, oceans and the countries we have explored</p> <p>10.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. He uses the four points of the compass to explain the location of features and routes on a map. He accurately describes their position using directional language</p> <p>11.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. He can identify landmarks and geographical features from aerial photographs and plans</p> <p>12.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Devise a simple map and use and construct basic symbols in a key. He has created his own maps incorporating symbols which are then displayed in a key</p> <p>13.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: 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. He has explored the school and surrounding area and has identified the key physical and human features surrounding us</p>	<p>4.Y1,2 GEOGRAPHY Human and Physical Human and physical geography: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. He knows where the Equator and North and South Poles are. He understands how these affect the temperatures of nearby countries and regions</p> <p>5.Y1,2 GEOGRAPHY Human and Physical Human and physical geography: Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, sea and ocean. 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<p><u>Art/DT – art focus</u></p>	<p><u>Art/DT – DT focus (mask making)</u></p>
<p><u>RE</u> Getting reading for Prayer</p>	<p><u>RE</u> _Sharing</p>

<u>SMSC</u> I am unique	<u>SMSC</u> I am unique
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<u>Spring Term</u>	
<p><u>Spring 1</u> The Great Fire of London Possible texts: Vlad and the Great Fire of London</p>	<p><u>Spring 2</u> Dungeons and Dragons Possible texts: Room on a broom. The great dragon rescue. Riding on the back of a dragon. The kiss that missed – Knights. Shrink children down and take picture. POV riding on the back of a dragon.</p>
<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Narrative – tragedy • Non-fiction -information text 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Narrative – Rags to Riches/ voyage and return • Non-fiction – Instructions , Explanation
<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Multiplication and Division • Statistics • Property of shapes 	<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Fractions • Measurement: length and height • Plugging the gaps
<p><u>Science</u> 16.Y2 SCIENCE EVERYDAY MATERIALS Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 17.Y2 SCIENCE EVERYDAY MATERIALS Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Science</u> 16.Y2 SCIENCE EVERYDAY MATERIALS Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 17.Y2 SCIENCE EVERYDAY MATERIALS Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
<p><u>History</u> 1.Y1,2 HISTORY Events beyond living memory that are significant nationally or globally. <i>In depth study of the Great Fire of London. Where did it start? What was life like in the Tudor period? Who was King? How did the fire spread? What were the effects of the fire?</i> 2.Y1,2 HISTORY The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <i>Samuel Pepys – person who kept a diary</i></p>	<p><u>History</u> <i>Where are castles, enquiry questions, where would you build) who lived in castles? Link to significant people. Dudley castle and other local castles.</i> .Y1,2 HISTORY Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. He has studied events that have happened during his life and some from other living generations. He has used this information to explore how our lives have changed</p>

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	<p>2.Y1,2 HISTORY Events beyond living memory that are significant nationally or globally. He has used a range of sources to discover major historical events that have shaped the world we live in</p> <p>3.Y1,2 HISTORY The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. He has learnt about the contributions and achievements of some historical figures. He has used this information to compare life in different periods of time</p> <p>4.Y1,2 HISTORY Significant historical events, people and places in their own locality. He has studied some of the major historical events that have taken place locally and how some local historical figures have impacted on our lives today</p>
<p>Geography</p> <p>1.Y1,2 GEOGRAPHY Locational Knowledge Locational knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>2.Y1,2 GEOGRAPHY Human and Physical Human and physical geography: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Geography</p> <p>1.Y1,2 GEOGRAPHY Human and Physical Human and physical geography: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. He is able to talk about man-made geographical features using the appropriate terminology</p> <p>2.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries. He can identify the United Kingdom and its countries using a range of maps, atlases and globes</p> <p>3.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. He uses the four points of the compass to explain the location of features and routes on a map. He accurately describes their position using directional language</p> <p>4.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. He can identify landmarks and geographical features from aerial photographs and plans</p> <p>5.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Devise a simple map and use and construct basic symbols in a key. He has created his own maps incorporating symbols which are then displayed in a key</p> <p>6.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: 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. He has explored the school and surrounding area and has identified the key physical and human features surrounding us</p>
<p>DT – Tudor Houses</p>	<p>DT – bread making</p>
<p>RE A time to feast</p>	<p>RE Growing and changing</p>
<p>SMSC Safe not sorry</p>	<p>SMSC Safe not sorry</p>

<p>Summer term: A walk in the woods</p> <p>Possible texts: Into the Forest by Anthony Browne LRRH, Hansel and Gretel</p> <p>Non-fiction texts linked to a range of different animals</p>	
Summer 1	Summer 2
<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Narrative – Warning story • Non-fiction – information text 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Narrative – overcoming the monster • Non-fiction – persuasive article
<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Position and direction • Problem solving and efficient methods • Measurement: time 	<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Measurement: time • Measurement: mass, capacity and temperature • Investigations
<p><u>Science</u></p> <p><u>Plants</u></p> <p>11. Y2 SCIENCE PLANTS Observe and describe how seeds and bulbs grow into mature plants.</p> <p>12. Y2 SCIENCE PLANTS Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Science</u></p> <p><u>Living things and habitats</u></p> <p>7. Y2 SCIENCE LIVING THINGS HABITATS Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>8. Y2 SCIENCE LIVING THINGS HABITATS 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.</p> <p>9. Y2 SCIENCE LIVING THINGS HABITATS Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>10. [GD] Y2 SCIENCE LIVING THINGS HABITATS Independently identify and name a variety of plants and animals in their habitats, including micro-habitats, comparing their features.</p>

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<p><u>Geography</u></p> <p>1.Y1,2 GEOGRAPHY Locational Knowledge Locational knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <i>Locate areas of woodland/forestation within the UK. Make comparisons between the four countries of the UK.</i></p> <p>2.Y1,2 GEOGRAPHY Human and Physical Human and physical geography: Use basic geographical vocabulary to refer to key physical features, including forest, hill, mountain, river, soil, valley and vegetation. <i>Use geographical language to describe the features of forests and their surrounding areas.</i></p> <p>3.Y1,2 GEOGRAPHY Human and Physical Human and physical geography: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <i>Use geographical language to describe the features of forests and their surrounding areas.</i></p> <p>4.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries. <i>Finding forests on a globe and using an atlas. Children to make use of atlas keys to support.</i></p> <p>5.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. <i>Look at Google maps images of the area local to school. Children to use geographical vocab to describe. How have these changed over time? look at the use of Fenns Pools.</i></p> <p>6.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: 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. <i>Tally of the buildings found in the local area. How do we think this compares to years ago? Discussion about expansion of buildings means loss of woodland areas. How do children feel about this?</i></p>	<p><u>Geography</u></p> <p>1.Y1,2 GEOGRAPHY Locational Knowledge Locational knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <i>Locate areas of woodland/forestation within the UK. Make comparisons between the four countries of the UK.</i></p> <p>2.Y1,2 GEOGRAPHY Human and Physical Human and physical geography: Use basic geographical vocabulary to refer to key physical features, including forest, hill, mountain, river, soil, valley and vegetation. <i>Use geographical language to describe the features of forests and their surrounding areas.</i></p> <p>3.Y1,2 GEOGRAPHY Human and Physical Human and physical geography: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <i>Use geographical language to describe the features of forests and their surrounding areas.</i></p> <p>4.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries. <i>Finding forests on a globe and using an atlas. Children to make use of atlas keys to support.</i></p> <p>5.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. <i>Look at Google maps images of the area local to school. Children to use geographical vocab to describe. How have these changed over time? look at the use of Fenns Pools.</i></p> <p>6.Y1,2 GEOGRAPHY Skills and Fieldwork Geographical skills and fieldwork: 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. <i>Tally of the buildings found in the local area. How do we think this compares to years ago? Discussion about expansion of buildings means loss of woodland areas. How do children feel about this?</i></p>
<p><u>Art</u> – Artist study Henri Rousseau</p>	<p><u>DT</u> – mask making of a woodland creature (forest school links)</p>
<p><u>RE</u> Special places</p>	<p><u>RE</u> Revisit and review a topic of children’s choice</p>
<p><u>SMSC</u> Rights and Responsibilities</p>	<p><u>SMSC</u> Rights and Responsibilities</p>