

Year group: 2 Term: Spring 2

Focus Subject: Geography

BIG Question: What is life like in Brazil?



Key Vocabulary:

South America, Brazil, diversity, Rio de Janeiro, urbanisation, migration, seasonal weather patterns, the indigenous people, Amazon Rainforest, deforestation, logging & cattle ranching, regions

Computing: As programmers, we will

This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.

Practise at Home:

Timetables Rockstar's Spelling Shed – weekly spellings
Daily reading

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Eden Project – Brazil Building Workshop

Relationships and Health Education:

Children will learn that:
We are created individually by God
God wants us to talk to Him often through the day and treat Him as our best friend
God has created us, His children, to know, love and serve Him
We are created as a unity of body, mind and spirit: who we are matters and what we do

As Musicians, we will:

In this unit, the Musical Spotlight is 'Inventing a Musical Story'. Throughout this Scheme of Work, you will be improvising and composing. Composing will include using the Graphic Score app. We already looked at how music is related to storytelling in Year 2 Unit 2, thinking particularly about how patterns, dynamics and tempo can help us in telling a story. What other musical elements or parts of music do you think we can use to help us tell a story?

English: As readers and writers, we will:

- Develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- Write poetry
- Write for different purposes - information books/instructions
- Consider what we are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- Evaluate our writing with the teacher and other pupils
- Re-read to check that our writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly.
- Read aloud what they have written with appropriate intonation to make the meaning clear



Science: As scientists, we will know:

A bulb is an underground bud or stem of a plant at resting stage. Different types of plants can grow from different types of bulbs, such as some flowering plants and vegetables. Inside of a bulb is a mini version of the plant waiting to grow, including flower, leaf and root parts. The first stage of growth from a bulb is when a root grows downwards and a shoot grows upwards. Bulbs can be observed growing into mature plants. Plants need water, light and a suitable temperature (warmth) in order to grow and stay healthy. Healthy plants grow strong and upright. The leaves are firm and flowers fruit and root systems are well formed. An unhealthy plant can be dry, dull, brown or yellow in colour and unable to stand upright. The growth of plants over time can be observed and recorded in different ways.

RE: as theologians, we will:

Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.
Recognise that Lent is a time for reconciliation and forgiveness.
Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness.
Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.

PE: As athletes, we will:

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
Perform dances using simple movement patterns.

Maths: As mathematicians, we will

Unit 8 – Length and Height

Measure the lengths and heights of objects in centimetres and metres

Compare two lengths

Put lengths in order

Use the four operations with lengths

Unit 9 – Mass capacity and temperature

Compare and measure mass

Compare and measure volume

Measure Temperature

Read a thermometer

Geography: As geographers, we will:

Locate South America on a world map. Locate Brazil on a map of South America. Identify and describe the major physical features of Brazil. Identify and describe the human features of Brazil including major cities. Recognise the physical and human diversity within Brazil. Understand that people travel to visit different countries for a range of reasons Explore the opportunities to visit sites of natural beauty and diversity Articulate the human features that make Brazil a popular destination (festivals, sport) Explore cities in Brazil and the differences with cities in the UK Case study: Rio de Janeiro: what are the most important physical and human features. Explain how within cities people have very different lives and experiences Describe what life is like for poorer people in Rio Describe what life is like for richer people in Rio Contrast the life experiences of these two groups. Describe the process of urbanisation within Brazil Explain the push and pull factors causing migration. Understand the seasonal weather patterns in Brazil Explore the extreme weather and the differences in weather across the country. Understand the seasonal weather patterns in the UK Explain how the weather is different in the UK to Brazil. Describe the indigenous peoples of the Amazon rainforest Explore their lives and how they have changed. The causes of deforestation in the Amazon rainforest: logging & cattle ranching The importance of the rainforest and how it is being protected. Acknowledge the diversity in Brazil Describe how different regions of Brazil have different physical and human features. Use photographs and maps to identify the features of regions in Brazil Describe these features using geographical language

Art: As artists, we will:

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
To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Half term overview						
St. Mary's Catholic Primary						
Term: Year 2 – Spring Term 2						
Focus: Geography Teacher: Vicky Baker						
Dates	24 th February	3 rd March	10 th March	17 th March	24 th March	31 st March
Events	Inset Day Monday 24 th February		Science Week Speak Out Stay Safe NSPCC workshop 11.30-12.00	NB EHCP Review – 19 th – 10.30am AT EHCP Review 20 th 9.30am	Trip to Eden Project Tuesday 25 th Parents Evening Wednesday 26 th Parents Evening 28 th English Hub in All Day	
English	Cold Task Story Map Boxing Up	Talk for Writing – Jack and the beanstalk (Rags to riches) LISTEN AND IMITATE	Talk for Writing – Jack and the beanstalk (Rags to riches) EXPLORE – short burst writing grammar	Talk for Writing – Jack and the beanstalk (Rags to riches) INNOVATE week	Talk for Writing – Jack and the beans talk (Rags to riches) INVENT week	Jack and the Beanstalk Letter to the giant apologising for breaking into his house.
Grammar	Commas in Lists	Coordination	Apostrophes for Possession	Past and Present Tense	Apostrophes for Contractions	Forming Nouns Using -er
Maths	Unit 8 – Length and Height Measure in CM Measure in M Compare Lengths and Heights	Unit 8 – Length and Height Order Lengths and Heights Four Operations with lengths	Unit 9 – Mass, capacity and temperature Compare Mass Measure in grams Measure in Kilograms Compare Volume and Capacity	Unit 9 – Mass capacity and temperature Measure in Millimetres Measure in Litres Measure temperature using a thermometer Read thermometers	Spring 2 Progress Tests Arithmetic and Reasoning SATS Practise and Consolidation	SATS Practise and Consolidation
Science	What are the characteristics of living things? https://classroom.thenational.academy/lessons/what-are-the-characteristics-of-living-things-70u30c	What is a habitat? https://classroom.thenational.academy/lessons/what-is-a-habitat-cmupat	What is a microhabitat? https://classroom.thenational.academy/lessons/what-is-a-microhabitat-64w3ct	What lives in a desert habitat? https://classroom.thenational.academy/lessons/what-lives-in-a-desert-habitat-64ukgd	What lives in a rainforest habitat? https://classroom.thenational.academy/lessons/what-lives-in-a-rainforest-habitat-6dgp2r	Can a city be a habitat? https://classroom.thenational.academy/lessons/can-a-city-be-a-habitat-69k66r
RE	Focus 1 Jesus enters Jerusalem L/O: know that Palm Sunday is a special day in Holy Week. L/O: know that Lent is a time when we say sorry and forgive others.	Last Supper L/O: know the Last Supper is a special day in Holy Week L/O: know that Lent is a time for saying sorry, forgiveness and becoming close to God.	Focus 3 The crucifixion and death of Jesus L/O: know what Jesus said on the cross and what that means to people.	Focus 4 The Easter Vigil L/O: use religious words to describe symbols of light and water in the Easter Vigil Mass.	Focus 5 L/O: know how Peter felt when he knew Jesus had risen from the dead. L/O: know the Easter Vigil Mass has symbols of light and water.	

<p>Art</p>	<p>What might an expressive painting look like?</p> <p>To identify and respond verbally and visually to an expressive painting.</p>	<p>How can I make an expressive painting?</p> <p>To use both colour mixing and mark making to make an expressive painting.</p>	<p>How do old masters use brushwork in expressive paintings?</p> <p>To identify different brushwork used by old masters Van Gogh and Cezanne.</p>	<p>How can I make an expressive painting based on a still life composition?</p> <p>To utilise the skills I have picked up relating to mark making, composition and colour mixing and apply it to my own still life painting.</p>	<p>How can I reflect on the work created throughout the half term?</p> <p>To display the work made through the half term and reflect on the outcomes.</p>
<p>Music</p>	<p>Inventing a musical story</p> <p>Unit 4: How Does Music Teach Us About Our Neighbourhood?</p> <p>Step 1 – Helping each other (Part 1)</p>	<p>Inventing a musical story</p> <p>Unit 4: How Does Music Teach Us About Our Neighbourhood?</p> <p>Step 2 – Helping each other (Part 2)</p>	<p>Inventing a musical story</p> <p>Unit 4: How Does Music Teach Us About Our Neighbourhood?</p> <p>Step 3 – The music man (Part 1)</p>	<p>Inventing a musical story</p> <p>Unit 4: How Does Music Teach Us About Our Neighbourhood?</p> <p>Step 4 – The music man (Part 2)</p>	<p>Inventing a musical story</p> <p>Unit 4: How Does Music Teach Us About Our Neighbourhood?</p> <p>Step 5 – Let’s sing together</p> <p>Step 6 – assessment checkpoint</p>
<p>PE</p>	<p>Key Stage 1 Games 4</p> <p>Can you catch and throw a ball in different ways?</p>	<p>Monday – Dance</p> <p>Can you use appropriate dance actions to create a dance phrase based on penguins?</p> <p>KS1 Games</p> <p>Can you send and receive a ball in a game situation?</p>	<p>Monday – Dance</p> <p>Can you use appropriate dance actions to create a dance phrase based on the explorers?</p> <p>Key Stage 1 Games 4</p> <p>Can you send, receive and intercept a ball in a game?</p>	<p>Monday – Dance</p> <p>Can you work cooperatively with a partner to create an interactive dance phrase based on a picture?</p> <p>Key Stage 1 Games 4</p> <p>Can you move a ball using your feet and with a hockey stick?</p>	<p>Monday – Dance</p> <p>Can you learn and perform the set phrase from Happy Feet?</p> <p>Key Stage 1 Games 4</p> <p>Can you dribble a ball with control in a relay game?</p> <p>Monday – Dance</p> <p>Can you practice and perform the dance based on Antarctica? Can you describe and comment on others work explaining what you like and dislike and why?</p> <p>Key Stage 1 Games 4</p> <p>Can you send, receive and steer a ball towards a target in a game situation?</p>
<p>ICT</p>	<p>Lesson 1 – counting and comparing</p> <p>To recognise that we can count and compare objects using tally charts</p> <ul style="list-style-type: none"> I can record data in a tally chart I can represent a tally count as a total I can compare totals in a tally chart 	<p>Lesson 2 – Enter the data</p> <p>To recognise that objects can be represented as pictures</p> <ul style="list-style-type: none"> I can enter data onto a computer I can use a computer to view data in a different format I can use pictograms to answer simple questions about objects 	<p>Lesson 3 – Creating pictograms</p> <p>To create a pictogram</p> <ul style="list-style-type: none"> I can organise data in a tally chart I can use a tally chart to create a pictogram I can explain what the pictogram shows 	<p>Lesson 4 – What is an attribute?</p> <p>To select objects by attribute and make comparisons</p> <ul style="list-style-type: none"> I can tally objects using a common attribute I can create a pictogram to arrange objects by an attribute I can answer ‘more than’/‘less than’ and ‘most/least’ questions about an attribute 	<p>Lesson 5 – Comparing people</p> <p>To recognise that people can be described by attributes</p> <ul style="list-style-type: none"> I can choose a suitable attribute to compare people I can collect the data I need I can create a pictogram and draw conclusions from it <p>Lesson 6 – Presenting information</p> <p>To explain that we can present information using a computer</p> <ul style="list-style-type: none"> I can use a computer program to present information in different ways I can share what I have found out using a computer I can give simple examples of why information should not be shared

<p>Geography</p>	<p>Where is Brazil? https://classroom.thenational.academy/lessons/where-is-brazil-6nk3gr</p> <p>Why do people visit Brazil? https://classroom.thenational.academy/lessons/why-do-people-visit-brazil-60r64r</p>	<p>What are the features of cities in Brazil? https://classroom.thenational.academy/lessons/what-are-the-features-of-cities-in-brazil-crrk4r</p> <p>How do experiences within Rio de Janeiro differ? https://classroom.thenational.academy/lessons/how-do-experiences-within-rio-de-janeiro-differ-68tk8d</p>	<p>How are populations within Brazil moving? https://classroom.thenational.academy/lessons/how-are-populations-within-brazil-moving-c8vpat</p> <p>What is the weather like in Brazil? https://classroom.thenational.academy/lessons/what-is-the-weather-like-in-brazil-6mr3gt</p>	<p>How is the weather in Brazil different than the UK? https://classroom.thenational.academy/lessons/how-is-the-weather-in-brazil-different-than-the-uk-61jk8r</p>	<p>Who lives in the Amazon rainforest? https://classroom.thenational.academy/lessons/who-lives-in-the-amazon-rainforest-cnk6cd</p>	<p>Why is the Amazon rainforest declining in size? https://classroom.thenational.academy/lessons/why-is-the-amazon-rainforest-declining-in-size-cmtpad</p>
<p>PSHE/ RSE</p>	<p>Life to the Full – Key Stage 2 – Module 1 Unit 2 Life to the Full – Key Stage 2 – Module 1 Unit 3</p>					
<p>https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_my-body-my-health/s-1/i-am-unique/</p>	<p>https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_my-body-my-health/s-1/i-am-unique/boys/</p>	<p>https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_my-body-my-health/s-1/i-am-unique/girls-and-boys-my-body/</p>	<p>Session 1: Feelings Likes and Dislikes https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_my-body-my-health/s-2/girls-and-boys-my-body/</p>	<p>Session 2: Feeling Inside Out https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_my-body-my-health/s-2/girls-and-boys-my-body/</p>	<p>Session 3: Gets Angry https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/ks1/m-1/ks1_1_created-and-loved-by-god/u-2/ks1_1-2_my-body-my-health/s-3/clean-and-healthy-my-body/</p>	<p>Super Susie</p>