

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
IXL
Spelling Shed – weekly spellings
Daily reading

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

Science – local habitats

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 matters
- We can give thanks to God in different ways

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?

DT: As designers, we will:

Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment what they like and dislike about products make simple judgements about their products and ideas against design criteria. What products are for, who products are for and use simple design criteria to help develop their ideas. Select from a range of tools and equipment, explaining their choices. Follow procedures for safety and hygiene. Use a range of materials and components, including food ingredients and measure, cut and assemble and combine materials and components. Say whether their for themselves or other users. Use knowledge of existing products to help with ideas and develop and communicate ideas by talking and drawing



RE: as theologians, we will:

Knowledge and Understanding learning about:

- Recognise some religious stories
- Retell, in any form, a narrative that corresponds to the scripture source used
- Recognise that people act in a particular way because of their beliefs
- Describe some of the actions and choices of believers that arise because of their belief
- Recognise some religious signs and symbols used in worship
- Describe some religious symbols and the steps involved in religious actions and worship

Engagement and response learning from:

- Say what they wonder about
- Ask wondering questions
- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings



Science: As scientists, we will:

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Explore and compare the differences between things that are living, dead and things that have never been alive.
- 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
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.



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 10 – Fractions

This unit introduces fractions for the first time. It builds on children's knowledge of equal parts, which they have come across in previous units about multiplication and division. This unit also exposes children to equal parts in a range of contexts, including shape, numbers, measurements and money. Within this unit, children will be introduced to fraction specific key language such as numerator and denominator and will be able to explain what each word means in context.

Unit 13 - Time

This unit will develop children's ability to tell and write the time to five minutes, including quarter past and to the hour. Children will link intervals of time to the number line, and know the number of minutes in an hour, and hours in a day.

Unit 11 – Position and direction

This unit focuses on describing position in relation to other objects, describing lateral and rotational movement and describing and completing repeating patterns. Children will apply their previous learning about fractions to describe degrees of turn and their knowledge of 2D shapes

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

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)
 - writing poetry
 - writing for different purposes - information books/instructions
 - consider what they 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:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

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: Lesley McNulty							
Dates	W/C 20 th Feb	W/C 27 th Feb	W/C 6 th March	W/C 13 th March	W/C 20 th March	W/C 27 th March	
Events	No More Marking writing week 22 nd Feb – Year 2 leading Ash Wednesday Mass	28 th – Come and See training	6 th – Year 2 Gospel Liturgy	16 th – Governors review afternoon 16 th - Stations of the Cross 5 and 6 - Led by LMcN 17 th – Comic Relief	21 st – LMcN ECT Mentor Meeting @4:30-5:30	30 th – Whole School Mass	
English	No More marking writing Cold Task	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.	
Spelling	Year 2 – lesson 19 Year 1 – lesson 19	Year 2 – lesson 20 Year 1 – lesson 20	Year 2 – lesson 21 Year 1 – lesson 21	Year 2 – lesson 22 Year 1 – lesson 22	Year 2 – lesson 23 Year 1 – lesson 23	Year 2 – lesson 24 Year 1 – lesson 24	
Grammar	Commas in Lists	Coordination	Apostrophes for Possession	Past and Present Tense	Apostrophes for Contractions	Forming Nouns Using -er	
Maths	Power Maths – Unit 10 (Fractions) <ul style="list-style-type: none"> Introducing whole and parts Making equal parts Recognising half Finding a half 	Power Maths – Unit 10 (Fractions) <ul style="list-style-type: none"> Recognising a quarter Finding a quarter Unit fractions Understanding other fractions ½ and 2/4 	Power Maths – Unit 10 (Fractions) <ul style="list-style-type: none"> Finding ¼ Understanding a whole Understanding whole and parts Counting in halves Counting in quarters 	Power Maths – Unit 10 (Fractions) <ul style="list-style-type: none"> End of Unit Assessment Power Maths – Unit 13 (Time) <ul style="list-style-type: none"> Telling and writing time to the hour and half hour Telling time to the quarter hour Telling time to 5 minutes Minutes in an hour 	Power Maths – Unit 13 (Time) <ul style="list-style-type: none"> Finding durations of time Comparing durations of time Finding the end times Finding the start times Hours in a day 	Power Maths – Unit 13 (Time) <ul style="list-style-type: none"> End of unit assessment Power Maths – Unit 11 (Position and direction) <ul style="list-style-type: none"> Describing movement Describing turns Describing movement and turns Making patterns with shapes End of Unit Assessment 	

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	Eucharist – Relating Lesson 5 – REVEAL - LEARNING FOCUS 4: ... Eucharistic Prayer for Children I. Lesson 6 – REVEAL - LEARNING FOCUS 5: We give thanks to God for giving us Jesus in Holy Communion.	Eucharist – Relating Lesson 7 – REVEAL - LEARNING FOCUS 6: Going out after Mass. Lesson 8 – RESPOND Nottingham question and planning class liturgy for Big Book	Lent - Giving EXPLORE - LEARNING INTENSION: Each day offers opportunities for good. Lesson 2 – REVEAL - LEARNING FOCUS 1: Ash Wednesday.	Lent - Giving Lesson 3 – REVEAL - LEARNING FOCUS 2: Lent is an opportunity to choose to do good Lesson 4 – REVEAL - LEARNING FOCUS 3: The events of Palm Sunday.	Lent - Giving Lesson 5 – REVEAL - LEARNING FOCUS 4: The events of Maundy Thursday Lesson 6 – REVEAL - LEARNING FOCUS 5: The events of Good Friday	Lent - Giving Lesson 7 – REVEAL - LEARNING FOCUS 6: Easter Sunday: new life Lesson 8 – RESPOND - Nottingham question and planning class liturgy for Big Book	
Art	What might an expressive painting look like? To identify and respond verbally and visually to an expressive painting.	How can I make an expressive painting? To use both colour mixing and mark making to make an expressive painting.	How do old masters use brushwork in expressive paintings? To identify different brushwork used by old masters Van Gogh and Cezanne.	How can I make an expressive painting based on a still life composition? 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.	How can I reflect on the work created throughout the half term? To display the work made through the half term and reflect on the outcomes.		
Music	Inventing a musical story Unit 4: How Does Music Teach Us About Our Neighbourhood? Step 1 – Helping each other (Part 1)	Inventing a musical story Unit 4: How Does Music Teach Us About Our Neighbourhood? Step 2 – Helping each other (Part 2)	Inventing a musical story Unit 4: How Does Music Teach Us About Our Neighbourhood? Step 3 – The music man (Part 1)	Inventing a musical story Unit 4: How Does Music Teach Us About Our Neighbourhood? Step 4 – The music man (Part 2)	Inventing a musical story Unit 4: How Does Music Teach Us About Our Neighbourhood? Step 5 – Let’s sing together	Inventing a musical story Unit 4: How Does Music Teach Us About Our Neighbourhood? Step 6 – assessment checkpoint	
DT		Making a savoury salad https://classroom.thenational.academy/lessons/making-a-savoury-salad-69j62e	Where do our fruit and vegetables come from? https://classroom.thenational.academy/lessons/where-do-our-fruit-and-vegetables-come-from-ccr62e	Exploring the Eatwell Guide: investigating how to make a smoothie https://classroom.thenational.academy/lessons/exploring-the-eatwell-guide-investigating-how-to-make-a-smoothie-74tk4c	Exploring ideas for a fruit or vegetable smoothie https://classroom.thenational.academy/lessons/exploring-ideas-for-a-fruit-or-vegetable-smoothie-cdgkjd	Making a fruit or vegetable smoothie https://classroom.thenational.academy/lessons/making-a-fruit-or-vegetable-smoothie-70v62c	

PE	<p>Thursday – Key Stage 1 Games 4 Can you catch and throw a ball in different ways?</p>	<p>Monday – Dance Can you use appropriate dance actions to create a dance phrase based on penguins?</p> <p>Thursday – Key Stage 1 Games 4 Can you send and receive a ball in a game situation?</p>	<p>Monday – Dance Can you use appropriate dance actions to create a dance phrase based on the explorers?</p> <p>Thursday – Key Stage 1 Games 4 Can you send, receive and intercept a ball in a game?</p>	<p>Monday – Dance Can you work cooperatively with a partner to create an interactive dance phrase based on a picture?</p> <p>Thursday – Key Stage 1 Games 4 Can you move a ball using your feet and with a hockey stick?</p>	<p>Monday – Dance Can you learn and perform the set phrase from Happy Feet?</p> <p>Thursday – Key Stage 1 Games 4 Can you dribble a ball with control in a relay game?</p>	<p>Monday – Dance 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>Thursday – Key Stage 1 Games 4 Can you send, receive and steer a ball towards a target in a game situation?</p>	
ICT	<p>Lesson 1 – counting and comparing 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 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 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? 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 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 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 	
Geography	<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>	
PSHE/ RSE	Life to the Full – Key Stage 2 – Module 1 Unit 3						
				Session 1: Feelings, Likes and Dislikes	Session 2: Feeling Inside Out	Session 3: Super Susie Gets Angry	