



Topic Termly Overviews

Year: 2

Topic: A passport to Jamaica

Term: Autumn

Subjects	Objectives/Learning intentions
Art Clay sculpture of an animal in a habitat	To develop ideas <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. To master techniques Sculpture <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use clay as a material. Use techniques such as rolling, cutting, moulding and carving.
DT Jamaican fruit kebab for a festival or party	To design, make, evaluate and improve Food <ul style="list-style-type: none"> I understand where food comes from. I can use basic principles of a healthy and varied diet to plan and prepare dishes. I can design a purposeful, functional, appealing products based on given design criteria. To master practical skills Food <ul style="list-style-type: none"> I can prepare food safely and hygienically and can describe what this means. I can use simple recipes and measure and weigh using measuring cups or electronic scales. I can use simple tools eg whisk, rolling pin, etc.
Geography Comparing Wolverhampton to Kingston, Jamaica	To investigate places <ul style="list-style-type: none"> Ask and answer geographical questions (such as What is the place like? What or who will I see in this place? What do people do in this place?) Use world maps, atlases and globes to identify the seven continents and five oceans. To investigate patterns <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles. To communicate geographically <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
History Florence Nightingale and Mary Seacole	To understand chronology <ul style="list-style-type: none"> Sequence photographs etc. from different periods of their life. Describe memories of key events in their lives. To build an overview of world history <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.

	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use a source- observe or handle sources to answer questions about the past on the basis of simple observations. • Compare 2 versions of a past event. • Compare pictures or photographs of people or events in the past. • Discuss reliability of photos/ accounts/ stories. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time. <p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> - Discussion, drawing picture, drama/ role play, writing and using ICT
Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classify • use observations and ideas to suggest answers to questions • gather and record data to help answer questions <p>Living things and their habitats</p> <ul style="list-style-type: none"> • sort items into living, dead and never lived. • name a range of animals and plants that live in a habitat and micro-habitats that I have studied. • talk about how the features of these animals and plants make them suitable to the habitat. • explain in simple terms why an animal or plant is suited to a habitat. • construct a food chain to explain what animals eat.
Computing	<p>Information Technology</p> <p>DIGITAL MUSIC</p> <ul style="list-style-type: none"> • Describe how music can make us feel • Understand that computers can be used to play sounds of different instruments • Understand that the same patterns can be represented in different ways • Use a computer to create a musical pattern • Use a computer to compose a rhythm and melody on a given theme
Cultural Capital	<p>Black History week</p> <p>Jamaica Day</p> <p>Wildside visit</p>
English Links	<p>Writing</p> <ul style="list-style-type: none"> • Letter to a friend about visiting Jamaica. • Non chronological report about Mary Seacole. • Recount of the trip to the Wildside