

Year 2 – Summer - Africa

	National Curriculum Aims	National Curriculum objective(s)	Success criteria	Project work	Tier 2 Vocabulary	Tier 3 Vocabulary	Links to previous and future learning
History	<ul style="list-style-type: none"> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<ul style="list-style-type: none"> Learn about the lives of significant people and compare aspects of life in different periods 	<ul style="list-style-type: none"> I can describe the life of a Maasai tribesperson of the past – e.g. lack of electricity, mud huts, no running water I can say how my life is different to that of a Maasai tribesperson of the past (see above) 	<ul style="list-style-type: none"> Make a “Life of the Maasai tribe” poster “Me and the Maasai” sorting poster. Which concepts are from my life? Which are from the Maasai tribes of the past? 	<ul style="list-style-type: none"> People Clothes Houses Wild animals Africa 	<ul style="list-style-type: none"> Maasai Tribe Wilder beast Kenya 	<p>Y1 – Comparing old and new through toys</p> <p>Y3 – Comparing life to the Stone Age</p>
Geography	<ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	<ul style="list-style-type: none"> Name and locate the World's 7 continents and 5 oceans Compare a UK locality with one outside of Europe 	<ul style="list-style-type: none"> I know what a continent is I know that there are 5 oceans and can name them I know that Africa is made up of many countries and can name some of these I can describe differences between my home and a traditional Kenyan home 	<ul style="list-style-type: none"> Labelling the 7 continents on a map Labelling each of the 5 oceans on the map Computer research – Find a fact out about 5 African countries Draw and label my house Draw and label a Kenyan mud hut and compare with my house 	<ul style="list-style-type: none"> House Bricks Roof (5 ocean names) (7 continent names) Ocean Continent Country 	<ul style="list-style-type: none"> Dung Hut 	<p>Y1 – Comparing my locality to a cold place</p> <p>Y1 – Labelling the 4 UK countries</p> <p>Y2 Autumn – Labelling 4 UK countries and capital cities</p>
Art and Design	<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> I can describe the artistic features of an African mask (dots, striped, patterns, raised areas) I can design a mask using the features that I picked out I can choose the correct tools and materials to make my product I can create areas of raised texture with extra card 	<ul style="list-style-type: none"> Label the spots, stripes, key features of an African mask Design a mask using some of the features labelled on other masks Make the mask using card and paint 	<ul style="list-style-type: none"> Mask Spots Striped Raised Lips Eyes Tools Punch Cardboard 		<p>Y1 – Designing a toy from the past and a modern toy</p> <p>Y2 – Designing pottery by using features from famous SOT potters</p>

Design and Technology	<ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. 	<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing Select from and use a range of tools and equipment to perform practical tasks Explore and evaluate a range of products and ideas 	<ul style="list-style-type: none"> I can use clay to make an appealing product I can use the “score and slip” technique to fix clay pieces together I can choose and use appropriate tools and techniques to make clay products 	<ul style="list-style-type: none"> Research an animal and label the key features Practise the “Score and slip” technique on small clay pieces Design a creature considering where the joins will be Make a clay creature Evaluate the product against the design 	<ul style="list-style-type: none"> Design Make Evaluate Press Tool Technique Knife 	<ul style="list-style-type: none"> Slip Score Clay 	<p>N – Exploring malleable materials, rolling, squashing etc.</p> <p>R – Using play-dough to create shapes and objects</p> <p>Y1 – Making a coil pot</p> <p>Y2 – Making a tile with a smooth face and pressing patterns in</p>
R.E. and P.H.S.E.	<p>There are no statutory aims</p> <p><i>From the SOT agreed syllabus:</i></p> <ul style="list-style-type: none"> make sense of a range of religious and non-religious beliefs understand the impact and significance of religious and non-religious beliefs <p>make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p>	<ul style="list-style-type: none"> Learn about special texts from Christianity and other religions <i>Learn about how ‘Fairtrade’ produce affects people’s lives (Not from N.C.)</i> 	<ul style="list-style-type: none"> I can name the sacred text for Christians I can name the sacred text for at least 1 other religion I can re-tell a story (verbally, pictorially, written etc.) from the bible I can re-tell a story (verbally, pictorially, written etc.) from a different holy book I know that sacred texts contain stories from other religions I know what Fairtrade means I can name 2 Fairtrade products I can describe how Fairtrade helps people in other countries 	<ul style="list-style-type: none"> Learn the creation story from the bible Make a whole class book with decorations and text on each page Learn about the story of Rama and Sita Make a whole class story book with decorations and text on each page Compare the stories that we have represented Make a Fairtrade poster about chocolate Label 2 countries which use Fairtrade on our world map from Geography 	<ul style="list-style-type: none"> Bible Holy book Sacred text Religion (6 major faiths) Chocolate Farmer Produce Profit 	<ul style="list-style-type: none"> Quran Torah scrolls Fable Parable Fairtrade 	<p>R – Learning about other people from other cultures</p> <p>Y1 – Learning about Christianity and 1 other religion</p> <p>Y2 – Learning about festivals from different religions</p> <p>Y2 – Learning about Islam and Judaism</p> <p>N, R and Y1 – British Values – Fairness and Equality</p>
R.S.E.	<p>There are no statutory aims</p> <p><i>From the PHSE association:</i></p> <ul style="list-style-type: none"> Through PSHE education pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. PSHE helps pupils to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and later in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme tackles barriers to learning, raises aspirations, and improves the life chances of the most vulnerable and disadvantaged pupils. (PSHE Association) 	<ul style="list-style-type: none"> <i>Learn about the correct terminology for parts of the body (Not from N.C.)</i> <i>Learn about life around the world and how each person’s life is different (Not from N.C.)</i> <i>Learn about how to protect the planet (Not from N.C.)</i> 	<ul style="list-style-type: none"> I can name all the external parts of my body I can name the external genitalia on a male and female body (penis, testicles, vagina and vulva) I can discuss the “swimsuit rule” and what to do if I am unhappy about touch I can describe how my life is different from that of others around the world I can describe 3 ways to protect the planet 	<ul style="list-style-type: none"> Label external body parts using a full size drawn outline (Picture for books) Label genitalia on a sheet Circle time about the “swimsuit rule” and appropriate touch (Life in other cultures is already covered in History and Geography) Make a video (whole class or small groups) about saving the planet with key messages 	<ul style="list-style-type: none"> Body Planet Earth Environment Conservation Pollution 	<ul style="list-style-type: none"> Penis Testicles Vagina Vulva Genitalia 	<p>N – Self-dressing and toileting</p> <p>R – Being healthy and keeping safe</p> <p>Y1 – Body parts external and being healthy</p> <p>Y2 – Keeping our bodies healthy</p>

Computing	<ul style="list-style-type: none"> can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology. 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely, keeping personal information private, knowing where to go to when they have concerns 	<ul style="list-style-type: none"> I can use 2investigate to make a record I can help to create sorting criteria for 2investigate I can use the drawing and clipart tools on 2investigate I can keep my password safe I can describe e-safety rules from SMART 	<ul style="list-style-type: none"> E-safety refresher on the SMART rules Make the whole class sorting system on 2investigate Populate the records bank individually or in pairs Use the sort and filter functions to sort and filter 	<ul style="list-style-type: none"> Password (All SMART rule words) Record List Tick 	<ul style="list-style-type: none"> Sort Filter Criteria Data Clipart 	<p>N – Using the mouse and keyboard R – Using the mouse and keyboard with control and e-safety Y1 – E-safety and using clipart Y2 – Logging in and starting programs independently</p>
Science	<ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 	<ul style="list-style-type: none"> Identify and name a variety of plants and animals that live in habitats to which they are suited and provide for their basic needs Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, food, sunlight and a suitable temperature to grow and stay healthy 	<ul style="list-style-type: none"> I can name 2 plants and describe where they naturally grow I can name 2 animals and describe their habitat I can describe why certain plants and animals thrive in certain habitats I know that seeds and bulbs grow into plants I know what plants need to thrive 	<ul style="list-style-type: none"> Plant a sunflower or other plant and create a diary to describe progress and what factors like water and light do Compare 2 plants, one from Africa and one from the UK Compare 2 African animals and describe why they are suited to their habitat 	<ul style="list-style-type: none"> Habitat (Key growth factors) Climate Food Shelter 	<ul style="list-style-type: none"> Plant Seed Bulb Leaves Predators and prey 	<p>N – Noticing changes around us R – Describing changes over time and spotting things that grow, Representing nature through art Y1 – Observing plants growing, describing seasonal changes</p>
Music	<ul style="list-style-type: none"> learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> Using their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> I can follow a beat while drumming I can drum or clap a rhythm back to an adult I can begin to innovate rhythms with a variety of untuned instruments I can clap the rhythm from a 4 beat bar representation I can join in with chants 	<ul style="list-style-type: none"> Following a beat on a drum or tambour “Clapping” the beat back Using the 4 beat bar model, first follow, then add rests, then add half beat sounds Innovating sounds with untuned instruments 	<ul style="list-style-type: none"> Beat Rhythm Bar Rest Repeat Echo Pattern 	<ul style="list-style-type: none"> Tambour Drum 	<p>N – recognising sounds from different instruments or objects (Phase I), nursery rhymes and chants R – Listening to music and sounds with interest, nursery rhymes and chants Y1 – Describing preferences for music and sounds, repeating rhythms</p>