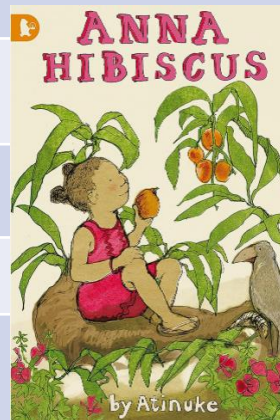


# Year 2 – Africa

English	Maths	Art
To independently use a capital letter, a full stop and commas within a sentence.	To recognise, make and add equal groups.	To join fabric using glue or stitches to make a African Kente cloth.
To use question marks independently.	To use arrays to multiply.	PE
To use a range of sentence types independently.	To make equal groups using grouping and sharing.	In this unit, the children will develop and apply their ball skills and counter balance with a partner.
To use connectives to join clauses.	To multiply by 2, 5 and 10.	PSHE
To use descriptive vocabulary.	To divide by 2, 5 and 10.	Families and committed relationships.
To use frontal adverbials.	To recognise odd and even numbers.	RE
To retrieve key information from a text.	To recognise equal and unequal parts.	Who is a Sikh and how do they live?
To make inferences.	To recognise and find a half.	Computing
	To recognise and find a quarter.	Making music – linked to African animals.
	To recognise and find a third.	Music
	To find the whole.	To learn how to play an instrument (African drumming)



# Year 2 – Spring term 2- Africa

## Science

## Geography

**Main scientific skill taught in this topic:**

To name and locate the world's seven continents and five oceans using an atlas.

Identifying and classifying

Location of hot and cold areas of the world in relation to the equator and N and S poles.

**Objectives:**

Understand the geographical similarities and differences between an African town/village and Weston Super mare.

To explore and compare the differences between things that are living, dead, and things that have never been alive.

Use Key vocabulary to demonstrate knowledge and understanding: country, population, weather, similarities, differences, farming, culture, Africa, Kenya, river, desert, volcano.

To 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.

To identify and name a variety of plants and animals in their habitats, including microhabitats.

To 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.

**Our scientific question is:**

Which mini-beasts live in a micro-habitat?

