

## Strength Lies in Difference

Children to understand what the term stereotype means  
Children to be familiar with these key terms and understand their meaning: Identity, Race, Diverse, Ethnicity, Minority, Majority, Responsibility, Values and Stereotype

## English

Please see termly Success and Challenge cards

## Mathematics

Please see termly Success and Challenge cards

## Continent focus: Africa

### Knowledge Outcomes:

- A continent is a large, solid area of land.
- Africa is the world's second largest continent.
- Know the names of at least 3 countries in Africa.
- The longest river in Africa is called the Nile.
- The biggest desert in the world is called the Sahara Desert and it is located in Africa.
- The Equator passes through central Africa.

## Personal, Social and Emotional Development

### PSCHE: How do we recognise our feelings?

Learn how to recognise, name and describe a range of feelings  
Understand what helps them to feel good, or better if not feeling good  
Learn how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)  
Know how feelings can affect people in their bodies and their behaviour  
Learn ways to manage big feelings and the importance of sharing their feelings with someone they trust  
Learn how to recognise when they might need help with feelings and how to ask for help when they need it

### R.E.: Islam - Does completing Hajj make a person a better Muslim?

Understand what happens during Hajj and to explore the importance of this to Muslims.  
Describe a special journey and why it was special to me.  
Remember some of the events that happen during Hajj and start to explain why these are important to Muslims.  
Start to think about the significance of Hajj to a Muslim.

## SUMMER TERM 2 Objectives Life on a Plate Year 2

## Physical Development

### Athletics

Run at fast, medium and slow speeds, changing speed and direction - apply in relay and running races  
Link running and jumping activities with some fluency, control and consistency - apply in Long Jump and High Jump  
Throw a variety of objects, changing actions for accuracy and distance - apply in rocket ball and quoit toss  
*GDS: Show greater difference between slow and fast speeds*  
*Start at a medium pace for a longer distance*  
*Throw more accurately and greater distances*  
*Show consistency, control and accuracy when throwing*

## Understanding of the World

### Geography

Name and locate some of the world's seven continents and five oceans.

Understand the geographical similarities and differences through studying the physical and human geography of a small area of the UK and of a small area in a contrasting non-European country

Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Identify the location of hot and cold areas of the world in relation to the Equator

Use world maps, atlases and globes to identify the UK as well as the seven continents and five oceans. Also identify countries studied through topics.

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

### Science: Overview of the year

Objectives to be taken from across the Year 2 Science curriculum

### Computing: iBlog

To know what a blog is and how it will be used in the classroom

To log in to the class blog

To know how to respond to the writing of others

To know how to post on a blog

To know how to respond to someone else's post on the class blog

To use a blog to demonstrate and share learning

## Expressive Art and Design

### Design and Technology

Children use the basic principles of a healthy and varied diet to prepare dishes.

They understand where food comes from. Children can: explain where in the world different foods originate from; understand that all food comes from plants or animals; understand that food has to be farmed, grown elsewhere (e.g. home) or caught; name and sort foods into the five groups in the Eatwell Guide; understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; use what they know about the Eatwell Guide to design and prepare dishes.

### Music

Develop knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Listen to both recorded performances and live music.