

Geography - Ghana

- *Name and locate significant places in the wider world. *Describe places and features using simple geographical vocabulary.
- *Make observations about features that give places their character.
- *Ask and answer simple geographical questions when investigating different places and environments.
- *Describe similarities, differences and patterns e.g. comparing their lives with those of children.
- *Identify seasonal and daily weather patterns in other places and environments.

- *Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.

Science

- *Find out about and describe the basic needs of humans, for survival (water, food and air).
- *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- *Medicines can be useful when we are ill.
- *Medicines can be harmful if not used properly.

Art - African tribal masks

- *Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects,
- *Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.
- *Adapt and make changes to their work and the tools they use as it develops.
- *Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.
- *Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences.

Year 2 - Spring Term 1

Ghana

Computing - Spreadsheets

- *Use simple spreadsheets and understand how they work.
- *Use copying and pasting totalling tools.
- *Use a spreadsheet to add amounts.
- *Create a table and block graph.

Music linked to Africa (with Mr Smith)

- *Play tuned and untuned instruments.
- *Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (*instrumental backing*) and one without.
- *Can start and finish together and can keep to a steady pulse.
- *Experiment with creating their own musical patterns and begin to identify one strand (*section*) of music or more.
- *Begin to improve their own and others' work.
- *Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different.
- *Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.

P.E.

Gym

- *Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (*for example gymnastic activities*).

African Dance

- *Link body actions and remember and repeat dance phrases.
- *Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.