

Topic / History

- *Maps and mapping - use of globes, atlases, digital maps, world maps. Label the equator and N and S pole. Where is that in comparison to where we live?
- *Colour maps according to average temperature. Is this linked to the Equator? What about the UK?
- *Recap and label the 7 continents and learn about their surrounding oceans - where are we? What is around us?
- *Geographical features of hot and cold countries. What is the landscape like? Is it similar to ours? Introduce icebergs as geographical features. Where are these found? What are they? How do they affect our lives?
- *Comparison of lives and culture of different people. Massai people and the Inuit people. How do they live? What do they do? Comparison of where they live looking at larger towns versus smaller towns. What are the buildings like? Day and night - hours of daylight at different times in the year. Is this dependent on where you live?
- *Which animals live in these places? How have they adapted to suit these temperatures?
- *Christopher Columbus - compare images of 2020 to ones from 1492. Look at maps from that time - how are they different? Why are they different? Place his life on a timeline. Why was he important? What did he discover?

English - cross curricular links

Ball pit animation from literacy shed. Focus on retelling the story - oracy into writing.

T4 - Traction man. Design our hero, write our mission and create wanted posters.

Biography - Christopher Columbus. Who was he? When did he live? What did he do? Why was he important? Time allowing - diary entry of his journey. Where did he go? What did he see? What did he experience? Drama into writing.

Art / DT

3D modelling - make own globe. Add labels to show our learning.

DT - design a boat to travel around the world. What will you need on your boat?

- Design/plan
- Design/mark/cut out/measure a sail
- Test & evaluate the product. Was your design successful? What would you change?

Traction man T4 - weaving, design an outfit fit for a super hero. Weave a cape.

Art - sketch a penguin. Create a mosaic and evaluate. Collage a polar animal - compare.

What makes a place hot or cold? Yr 2

Geographical - Hot and cold areas in the world, Equator, North and South Poles

History - discovery of North and south America

PE

T3 - Gym & multiskills.
T4 - Dance, netball/basketball 1

Science

T3. Use of everyday materials. Continue.
T4. **Eco project** - school environment and gardening

French

T3 - **Core vocabulary section:** Months of the year

T4 - Class commands

RE

Yr 2 - Who is a Muslim and what do they believe?

PSHCE

T3 - Citizenship & local community

Complete mental health unit of work (Lesson 3)

T4 - Physical & Drugs Ed

Online safety day (Feb).

Stunning start - KIC theatre

Marvellous middle - Creating our own globes. Adding on the continents, oceans and hot/cold places. T4 English link - come to school dressed as a super hero.

Epic ending - Den building, how would your den be different if you were in a hot or cold country?

Assessment piece - Poster. 'What makes a place hot or cold? Show me.'

Key vocab:

- Geographical feature
- Iceberg
- Continent
- Equator - N and S pole
- Ocean
- Landscape
- Tundra

Computing

T3 - Digital Skills/Rising stars: We are photographers

T4 - we are astronauts

T3 E-safety - Parent Zone Is that your Password? Trusted Adult

<https://www.youtube.com/watch?v=AmRlnOCq3rE>

T4 - Is that your search engine? Parent Zone - Digital Resilience (spring) Identification KS1