

## Year 2 Curriculum Objectives 2018 – 2019: Term 6

<b>ENGLISH TEXTS</b> The Lion King		<b>MATHS</b> Busy Ants Book 2C
<b>SCIENCE</b> <b>Living things and their habitats</b> Pupils should be taught to: Explore and compare the differences between things that are living, dead, and things that have never been alive. 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, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 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.  <b>Working Scientifically</b> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions		<b>GEOGRAPHY</b> <b>Place knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <b>Human and physical geography:</b> 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 Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <b>Geographical skills and fieldwork:</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<b>HISTORY</b> <b>The lives of significant individuals in the past who have contributed to national and international achievements.</b> Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. <b>Significant historical events, people and places in their own locality.</b>		<b>COMPUTING</b> <b>Time to master skills/cover any missed objectives.</b> <b>E-Safety:</b> Contact (protecting yourself, public v private) Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
<b>PSHE</b> <b>Dot Com: Keeping Safe D and A:</b> To consider safety rules for at home and at school	<b>PE</b> Games/Sports Day and Tennis  <b>SPANISH</b> Listen attentively to spoken language and show understanding by joining in and responding.	<b>RE</b> Reading stories from all faiths