

YEAR 2 –Autumn Term 2 Planning – Wild Weather (Geography)

Cross Curricular: Writing: Setting Description (Percy the Park Keeper – After the Storm)

NC Objectives:

- To write simple, coherent narratives fiction and nonfiction.
- To use a range of punctuations correctly throughout their writing.
- To use past tense correctly and consistently.
- Continue to use the diagonal and horizontal strokes needed to join letters
- I can use expanded noun phrases and prepositional phrases
- I can write effectively for different purposes drawing on from my reading to inform the vocabulary and grammar in my writing.
- I can spell most common exception words.

Cross Curricular: Reading:

Build on comprehension skills based on Percy the Park Keeper – After the Storm and other non-fictional texts based on weather.

NC Objectives:

- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- being introduced to non-fiction books that are structured in different ways
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said

Geography NC Objectives:

Locational knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- Human and physical geography- 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.
- 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 seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Geographical skills and fieldwork

- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- 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.

PSHE: Safety First

Children can talk about the harmful aspects of some household products and medicines and describe ways of keeping safe in familiar situation. They will also learn about ways of keeping clean

Cross Curricular: SMSC

Helping students develop personal qualities which are valued in a civilised society - for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.

Cross Curricular: Art – Aboriginal Art

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Evaluate

- Describe what went well, thinking about design criteria
- Talk about existing products considering use, materials, how they work, audience, where they might be used; express personal opinion