

## Year 2 Spring Term 1 Theme: Australian Adventure



Sydney Opera House



Uluru (Ayers Rock)

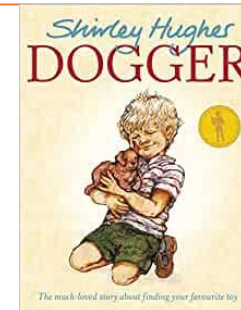
### Summary:

This term we will take you on an adventure to Australia. You will learn all about this faraway land and discover some of Australia's amazing places and landmarks. As scientists, we will find out about the amazing wildlife that is found in Australia and learn about the features of some strange and mysterious animals. As geographers, we will locate the main areas and cities and find out about everyday life, customs and leisure of the Australian people. We will explore how life in the outback of Australia is very different to that of the coastal cities and the climatic reasons for this. As historians, we will find out about the first people of Australia and learn about the Aboriginal heritage and beliefs and read some of the Dreamtime stories of how living creatures were created. As artists, we will re-create some Aboriginal art in the style of Pointillism.

### **Texts we will be reading:**

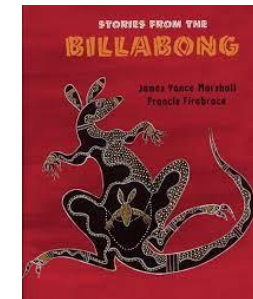
Dogger by Shirley Hughes

We will be reading this story of a little boy who loses his favourite toy as a basis for our own lost and found story.

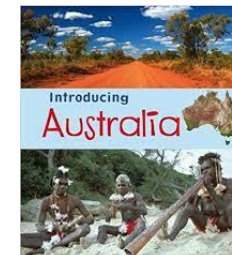


### **Stories from the Billabong by James Vance Marshall**

We will also be reading this collection of Aboriginal Dreamtime stories. The children will gain an understanding of the origins and heritage of the Aboriginal people. They will also understand the importance of taking care of the environment as the Aboriginals believe that we are the guardians of the earth.



**Introducing Australia** - A non-fiction text full of interesting information about Australia.



### **The Little Polar Bear by Hans De beer**

Finally we will read the story of a little polar bear who is impacted by climate change, when his ice drifts away from the rest of his family.



## Activities:

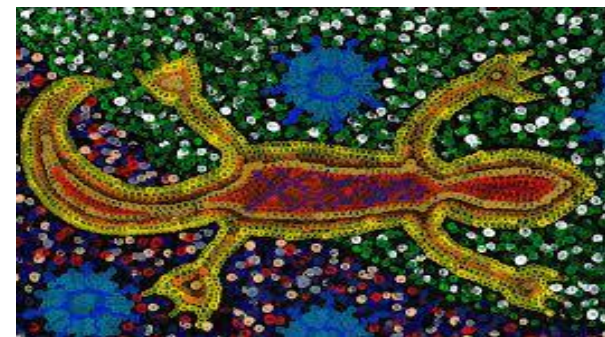
In English we will read the story *Dogger* by Shirley Hughes. Based on the text, we will write our own narrative based on the events that happen in the story. We will also write a non-chronological report about Australia.

In Geography, we will produce a fact file detailing the amazing places and landmarks of Australia. We will identify which of these landmarks are physical and which are human features and locate these places on a map.

In Science, we will learn the names of some Australian animals. We will produce food chains and learn about the habitats of Australian animals.

In DT, we will create a habitat for an Australian animal using a lever mechanism.

In Art, we will create an Aboriginal mask and an animal outline using Pointillism.



Key Vocabulary	
<b>continent</b>	A very large area of land that includes all the islands with it.
<b>ocean</b>	A large area of sea.
<b>population</b>	The number of people that live in a particular place.
<b>landmark</b>	A well-known building or place.
<b>Australasia</b>	The continent of Australasia is often referred to as just Australia. It has about 28 countries and island groups.
<b>desert</b>	A large area of land that has very little rainfall and where not much grows.
<b>rainforest</b>	A large area of land with lots of tall trees and plenty of rainfall.

## Topic Vocabulary



Key Vocabulary	
<b>compass</b>	A piece of equipment that tells you what direction you are travelling in. The main compass points are north, south, east and west.
<b>climate</b>	The usual weather conditions of an area.
<b>equator</b>	An imaginary line drawn around the middle of Earth, dividing it into the Northern and Southern Hemispheres.
<b>tropical</b>	Hot and humid.
<b>temperate</b>	Mild weather. Neither very hot nor very cold.
<b>capital city</b>	An important city, often where the government works.
<b>currency</b>	The money used in a country.
<b>cuisine</b>	Traditional food of a country.
<b>aerial</b>	Seen from above.

# Science Vocabulary



Key Vocabulary	
<b>habitat</b>	A <b>habitat</b> is the natural place something lives. A <b>habitat</b> provides <b>living</b> things with everything they need to <b>survive</b> such as food, shelter and water.
<b>microhabitat</b>	A <b>microhabitat</b> is a very small <b>habitat</b> in places like under a rock, under leaves or on a branch. Minibeasts live in <b>microhabitats</b> . The <b>microhabitats</b> have everything they need to <b>survive</b> .
<b>depend</b>	Many <b>living</b> things in a <b>habitat</b> <b>depend</b> on each other. This means they need each other for different things.
<b>survive</b>	This means to stay alive.

Key Vocabulary	
<b>life processes</b>	These are the things that all <b>living</b> things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
<b>living</b>	Things that are <b>living</b> have all the <b>life processes</b> .
<b>dead</b>	Things that are <b>dead</b> were once <b>living</b> . They did have all the <b>life processes</b> but don't now.
<b>never living</b>	Things made out of metal, plastic or rock were <b>never living</b> . They never had the <b>life processes</b> .
<b>food chain</b>	A <b>food chain</b> shows how each animal gets its food. <b>Food chains</b> are one of the ways that <b>living</b> things <b>depend</b> on each other to stay alive.
<b>food sources</b>	This is the place a <b>living</b> thing's food comes from.



## **In Art and DT we will be learning to:**

Create an Aboriginal mask in the style of Pointillism.

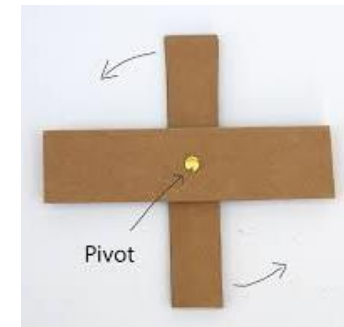
Paint an Australian animal in the style of Pointillism.

Design and make a habitat for an Australian animal using a lever mechanism.

To explore and use levers. To create a product using a lever, wheels and winding mechanisms. Cut the card / box accurately using scissors. Cut wooden dowelling safely using tools provided. Measure and mark out to the nearest cm when cutting wood / card / plastic tubing. Identify weak points and suggest how to strengthen. Demonstrate a range of joining techniques to allow movement in their product.



**We will be learning about the artists:** Georges Seurat and Paul Signac



## **At the end of the topic, I will know:**

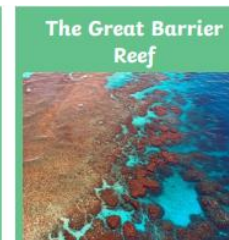
That Georges Seurat and Paul Signac were the artists who developed the technique of Pointillism in 1886. That Pointillism is making patterns using dots to create an image and the smaller you make the dots, the clearer the painting will be. I will know that Aboriginal people wore masks that had patterns made up of dots and lines. •

Aborigines used ochre, an earthy pigment found in clay and sand, as body decoration and to protect them from the sun. They also used it to paint pictures.

A lever is a moveable bar that pivots and is attached to a fixed point. To operate the lever force needs to be applied. Where a lever is “floppy” it can be strengthened with pipe cleaners, straws or lollipop sticks. Scissors and a seesaw are simple examples of a lever. A winding mechanism helps to raise or lower something.

*In Geography we will be learning to:*

Find Australia on a world map. Locate human and physical features of Australia on a map. Recognise famous Australian landmarks and identify some of their features. Compare London and Sydney and recognise how they are the same and how they are different. Understand how the climate of Australia affects the customs and everyday life of the Australian people.



**At the end of this topic I will know:**

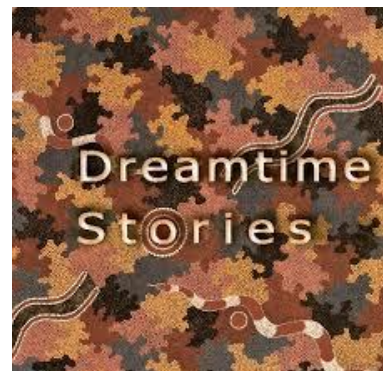
That Australia is in the Southern hemisphere. That Australia is a continent which is surrounded by the Pacific, Indian and Southern Oceans. That oceans, rivers, beaches, cliffs, mountains, and forests are physical features and bridges, roads and buildings are human features. That an aerial image is a bird's eye view photograph of a place. That some of the famous landmarks of Australia are: Sydney Harbour Bridge, Sydney Opera House, Bondi Beach, Uluru, Kangaroo Island, Great Barrier Reef, Daintree Rainforest, the Outback and locate them on a map. That there are similarities and differences between London and Sydney. Some differences are that Sydney has a beach and a harbour and London has a river, Sydney has landmarks such as the opera house, the Harbour Bridge and London has landmarks such as Big Ben, London Eye, Houses of Parliament and Buckingham Palace. London has more historical landmarks than Sydney. That most of the cities in Australia are on the coast because the inland is too hot and that Australian people spend lots of their free time outside because the weather is warm and dry.

**In History we will be learning to:**

Show an understanding of the concept of nation and a nation's history through studying the heritage of the Aboriginal people and understand their belief in the Dreamtime stories. Understand that people from different places and different times have different beliefs. Understand some of the different customs and traditions of people from different places in the world.

**At the end of this topic I will know:**

- The Aboriginals were the first people of Australia.
- They used a flowering plant called ochre to paint dots and lines on their bodies.
- They played a musical instrument called a didgeridoo.
- There are still Aborigines living in Australia today.
- Aborigines told and believed in stories called 'Dreamtime'.



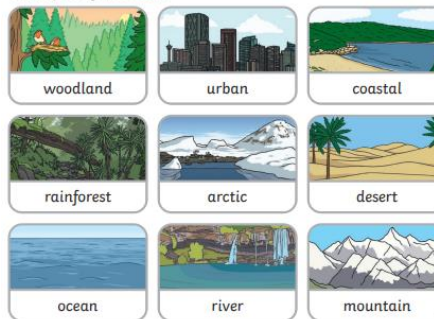


## In Science we will be learning to:

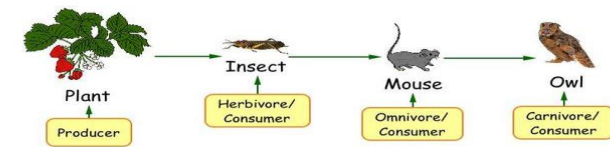
Identify and name some common Australian animals and sort and classify these animals into the correct animal groups. We will identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other. We will learn about the Australian animals that live in different habitats and how they are able to survive in different weather conditions. We will look at food chains and construct our own simple food chains; identifying and naming different sources of food. We will sort everyday things into living, dead and never lived.



Examples of **habitats**:



## The Food Chain Of An Owl



A food chain shows the path of energy from one living thing to another. Decomposers like bacteria, are necessary for all food chains.

## At the end of this topic I will know:

That Marsupials are mammals that carry their young in their pouch, such as opossums, Tasmanian devils, kangaroos, koalas, wombats, wallabies and bandicoots. We will name some common Australian animals such as, koala, kangaroo, dingo, emu, kookaburra, galah, wombat, platypus and saltwater crocodile and sort these into their correct animal groups, either mammal, bird, fish, amphibian, reptile, insect. I will know some different Australian habitats including the outback, the city, the rainforest, the coral reef and the coast. That Australia has a warmer climate than the UK and this is why certain animals are suited to specific habitats within Australia. I will know that animals receive their energy through a food chain which starts with a producer that is usually a plant and is then eaten by a consumer.

**In RE we will be learning about:**

Our own special books and stories and why these are special to us. Why the Bible is so special to Christians. The Lord's Prayer and why is it special for Christians.

**By the end of the term I will know:**

That I have my own special book and why it is special to me. That the Bible is the Christian Holy book. The Old Testament is the first part of the Bible and the New Testament is the second part. The Bible is special to Christians because they believe it is God's word and teaches us how to live a better life. That the Lord's Prayer is a Christian prayer that Jesus taught his disciples to say. It is important to Christians because the messages in the prayer help them to live their lives well.



Our Father, who art in heaven,  
Hallowed be thy name.  
Thy kingdom come,  
Thy will be done,  
On Earth as it is in heaven.  
Give us this day, our daily bread,  
And forgive us our trespasses,  
As we forgive those who trespass against us.  
And lead us not into temptation,  
But deliver us from evil,  
For thine is the kingdom,  
The power and the glory,  
For ever and ever.  
Amen



## In PSHE we will be learning about:

How to keep my body healthy.

How to make healthy food choices.

How to make basic personal hygiene routines and why these are important



## By the end of the term I will know:

That physical activity keeps our bodies healthy. That there are lots of different exercises I can do such as: playing a sport, dancing, skipping, going for a walk and going swimming. That sleep and rest keeps our bodies healthy. That sleep helps our bodies to grow and recover. That I should get between 9 and 12 hours of sleep a night. That we must have a balanced diet to keep our bodies healthy. That we need to eat food from each of the different food groups to stay healthy. The different food groups are: fruit and vegetables, carbohydrates, protein, healthy fats and dairy. Some great foods to eat are; fruits, vegetables, meat and wholemeal bread and pasta. Water is also very important to stay healthy and we should drink up to 2 litres every day. I know some consequences of an unhealthy diet are: weight gain, rotting teeth, bad mood, tiredness.

That hygiene refers to all the daily routines we do to keep our bodies clean, like showering, brushing our teeth and keeping a tidy appearance. Good hygiene is as important as sleeping, exercise and healthy eating. If we don't look after our hygiene bacteria can grow in and on our bodies and spread to those around us. This can cause infections which can be painful and dangerous and we might need medicine to get rid of them.





# DANCE KNOWLEDGE ORGANISER

KS1



## Overview

-Dance is all about moving our bodies to a musical rhythm. There are many different types of dance.





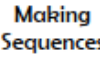
-In dance, we explore space, and consider how we can use our bodies to show ideas, moods, characters and feelings.

-In KS1 dance, we learn the basic skills of travelling in different ways. We also consider how to dance can be used to show different things. We use counts of 8 to keep ourselves in time.

-We should learn how to perform movements safely, and begin giving and receiving feedback using the correct key words.



## Physical

Skill	Definition	How do I do this?
 <b>Travelling</b>	To move from one place to another place.	-Think of the different ways that you can travel and change direction, e.g. skipping, crawling, hopping and sliding. Repeat and link actions. -Use counts of 8 to stay in time with the music.
 <b>Actions</b>	Body movements in time to the music.	-Examples of actions include clapping, clicking, leaping, crouching, shaking, twisting and spinning. -Use clear and confident actions – don't hold back! -Use counts to help you and others stay in time.
 <b>Facial Expression</b>	To use your face to show ideas and emotions.	-Use facial expressions to show different ideas, e.g. animals, people, etc. and to show emotions, e.g. happy, sad, angry, disappointed, etc.
 <b>Balancing</b>	To hold a body position with control.	-Consider each part of your body and the shapes that you create. Hold moves for at least 5 seconds. Keeping arms and legs further apart helps. -Add quality by being still, pointing fingers & toes. -When taking weight on hands, tense stomach.
 <b>Making Sequences</b>	To put actions together.	-Consider how actions look together. Marks for quality, control, and how in time (coordinated) you are with music/ your partner/s.

## Social and Emotional

### Communication/ Decision-Making

Often, dances require more than one person to work together well as a team. It is important that everyone gets a say, and that we communicate clearly!

### Keeping Safe

Follow the rules and listen to the coach's instructions. Store and handle apparatus properly.



### Perseverance

Perseverance is about keeping going even when something is difficult or tiring.



### Selecting and Applying

There are a huge range of different actions and moves that we can perform. We should select and apply those that are most effective at different times.

### Building Confidence

Some dance actions can be difficult. It is important that we believe in ourselves and build confidence before attempting to put tricky sequences together.

### Challenging Myself

Whenever we learn anything, we have to start somewhere! Improving ourselves is all about putting in hard work and practice, challenging ourselves to be better than we were before!

## Key Vocabulary

Dance  
Movement  
Body  
Balance  
Control  
Travelling  
Facial Expression  
Sequence  
Confidence  
Coordination  
Counting  
Feedback  
Mirroring

## Thinking/ Strategic

**Feedback** – Finding out from someone else what they think about your dance/ actions

**Repeating** – Doing the same movements over again. It helps to make your dance memorable.

**Unison** – To dance together, creating a joint effect on those watching.

**Mirroring** – To copy the movements of your partner/ someone else, matching what they do.



-Success in dance is all about quality and control. Quality is about making sure that your actions and movements look clear and confident. Good posture helps this.

-Control is when you hold positions carefully. Tense your muscles to help control your movements and balances.

## Health and Safety

Exercise in safe spaces. Be mindful of others.	Keep your head up and know what is around you.	Warm up properly including stretching your muscles.	Bend your knees when you land from jumps.	Make sure that liquids are kept well away from the dance surface.	Make sure that mats/surfaces are set up properly.	Make sure that any equipment is put away properly.	Warm down after exercising.	Remove jewellery and wear suitable clothing/ equipment.
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**In PE we will be learning about:**

Explore different levels and speeds of movement. Compose and perform simple dance phrases. Show contrasts in simple dances with good body shape and position. Develop a range of dance movements and improve timing. Work to music, creating movements that show rhythm and control.



**By the end of the topic I will know:**

That the pace of the music can be fast or slow and I can move according to the pace of the music. I can count the beats of the music and match my movement to the beat. That I can use different body parts to move to music. That I can show rhythm when I dance by repeating a strong and clear movement. That I can use different parts of my body at the same time. That I can combine movements in a sequence. That I can move on a signal, count the beats and end on a signal to help with my timing. That I should consider what dance style would reflect the mood of a song. That I can perform dances using simple movements and controlling my body parts carefully.

In Computing we will be learning about:

## Word processing

Backspace	A key to move the cursor backwards.
Copyright	The law that protects other people's work from being copied or used without permission.
Delete (text)	A button on the keyboard which deletes text.
Image	A picture.
Import	To place another file into a document, such as an image.
Keyboard	An input device made up of buttons that create letters, numbers, and symbols, as well as perform other functions.
Keyboard character	Any letter, symbol, space, number or punctuation mark that can be input with a keyboard.
Paste (text)	To insert copied or cut text.
Redo	To step forwards to the next edit.
Space bar	A button on a keyboard to insert room between letters.
Touch typing	Using a keyboard with all your fingers, without looking at the letters on the keys.
Undo	To step backwards to the previous edit.
Word processing	A program used for creating text documents on a computer.

## Keyboard buttons:

Important buttons to learn when typing on a computer.



## Key facts

Kapow  
Primary

Word processing software:



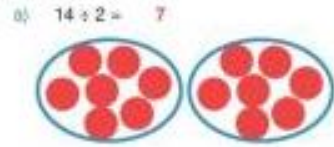
E-books and e-documents can be read on electronic devices



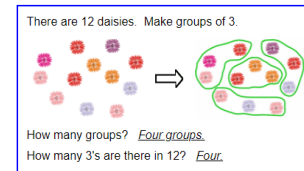
## In Maths we will be learning to:

Recognise that odd numbers can't be shared equally and end in 1,3,5,7,9.

Even numbers can be shared equally and end in 0,2,4,6,8.



Divide by sharing.



Divide by grouping.

Divide by 2s, 5s and 10s and understand the commutative law. For example if  $10 \times 2 = 20$  then  $20 \div 2 = 10$

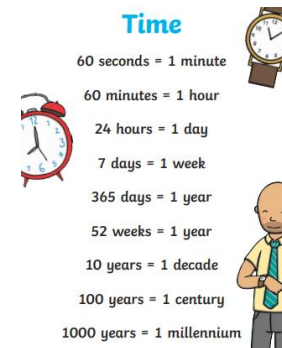
Read and write O'clock and half past times.

Read and write quarter past the hour and to the hour.

Tell the time to 5 minutes (read and write).

Understand the concept of hours and days. There are 24 hours in a day, there are 60 seconds in a minute, there are 60 minutes in an hour, there are 7 days in a week, there are 12 months in a year.

Find and compare durations of times. Understand that am means morning and pm means evening. That 12pm is midday and 12am is midnight.



**In English we will be learning to:**

Write our own version of a losing story based on the story Dogger by Shirley Hughes. Throughout our writing we will use correct punctuation including exclamation marks and question marks. We will also write a non-chronological report to inform the reader about Australia. We will ensure that our writing interests the reader by using adjectives, powerful verbs, nouns, adverbs, co-ordinating and subordinating conjunctions. We will use the 'ed suffix to write correctly in the past tense.

**By the end of term I will know:**

Different sentence types:

*Command* gives an instruction or tells somebody to do something.

For example, 'Shut that door'.

*Statement* describes an event or tells the reader something.

For example, 'The boy had a green bag'.

*Exclamation* a sudden cry or remark to show surprise, strong emotion or pain.

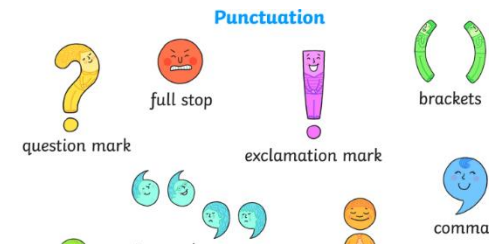
It must start with 'what' or 'how' and should include a subject and a verb.

For example, 'What a beautiful flower that is!'

*Question* is used to find out information.

For example, 'What time is it?'

*Compound words*, which are, words created by two smaller words being joined together such as, lipstick, football, sunshine, rainbow and lighthouse.

**Within our reading we will be continue to:**

Retrieve information from the text by identifying key words from the question and using the skimming and scanning strategy to locate the answer. We will make inferences from the text by using prior knowledge and identifying clues within the text. We will make predictions about what might happen next based on what we have read so far. We will sequence events in the text. We will explore vocabulary. We will continue to develop fluency and expression, using our phonics to help decode and blend.



## **National Curriculum Objectives to be covered:**

### **Art and Design**

- 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
- To learn about 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.

### **Design and Technology**

- To build structures, exploring how they can be made stronger, stiffer and more stable
- To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

### **Geography**

- To 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

### **History**

- To learn about significant historical events, people and places in their own locality.

### **Science**

- 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 microhabitats
- 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

## **National Curriculum Objectives to be covered:**

### **Maths**

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.
- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

### **English**

- To develop positive attitudes towards writing and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing for different purposes
- consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.