



At Churchwood Everyone Can

Year: 2	Term: 3
Topic Name: Around the World	
Subject / Topic Focus: Geography - different countries	

**Wow starter -
Share Home
Learning
exhibition**

**Grand finale -
Feast from around the world made by
the children**

**Visit Virgin Holidays travel agent in Tesco to
research holidays**

Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	Movement, forces and magnets	<p><u>To work scientifically</u></p> <ul style="list-style-type: none">• Observe closely, using simple equipment.• Perform simple tests.• Use observations and ideas to suggest answers to questions.• Gather and record data to help in answering questions <p><u>To understand movement, forces and magnets</u></p> <ul style="list-style-type: none">• Notice and describe how things move, using simple comparisons such as faster and slower.• Compare how different things move. <p>Democracy Rule of law Individual liberty</p>
Geography	Different places and the plants that grow there	<p><u>To investigate places</u></p> <ul style="list-style-type: none">• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

		<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • 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. <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
Computing	Multimedia Unit	Rule of law Individual liberty

Design Technology	Food	<p><u>To master practical skills – food:</u></p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. <p><u>To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. <p><u>To take inspiration from design throughout history</u></p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created. <p>Democracy Rule of law Individual liberty Mutual respect</p>
Music	Charanga	<p>Charanga Mutual respect</p>
P.E	PE Syllabus	<p>Games/ Athletics Democracy Rule of law Individual liberty</p>
R.E	ESCC Agreed Syllabus	<p>Holy books – special books Tolerance</p>

PSHE	As per PSHEe syllabus	Environment – B5 Democracy Rule of law Individual liberty Mutual respect Tolerance
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance	Integrated with foundation subjects

Vocabulary, Punctuation and Grammar focus:	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name) Use the progressive form of verbs in the present and past tense to mark action in progress (for example, she is drumming, he was shouting)
Spelling Focus:	Progression following the Letters and Sounds word banks and resources

Linked Extended Writing:	Recount diaries as an explorer travelling around the world, visiting different countries Report writing on a country, e.g.: Australia
Cross curricular Maths opportunities:	Weighing and measuring items for the international feast Scaling up and down recipes
Early Morning Maths Focus:	Multiplication focus
Target Writing Focus:	Target writing focus to be determined following assessments