



What is it like in the Rainforest ?

Spring Term 2025

Year 2

<p>DT</p> <p>Healthy Food Balanced Diet</p> <ul style="list-style-type: none"> Recognise foods and their food groups Identify the balance of food groups in a meal Identify an appropriate piece of equipment to prepare a given food Select balanced combinations of ingredients Follow design criteria and justify different wraps Design three different wraps To evaluate a dish based on design criteria 	<p>Science</p> <p>Living Things Know how to: Compare the differences between things that are living, dead, and things which have never been alive.</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in a microhabitat. Design a suitable microhabitat where things could survive Find out what animals eat to survive in their habitats Understand food chains Understand the journey food makes from farm to supermarket <p>Living things and their habitats Know how to:</p> <ul style="list-style-type: none"> Learn about habitats Appreciate that environments are constantly changing Explore the rainforest and its problems Describe life in the ocean Discover the Arctic and Antarctic habitat Create a model of the rainforest habitat 	<p>History</p> <p>How did we learn to fly in the past? <u>Know how to:</u></p> <ul style="list-style-type: none"> Use sources to find out about the past To sequence and recount important events Explain how a significant event changed the lives of others Investigate why Bessie Coleman is a significant person Use primary sources to find out about Amelia Earhart Investigate why we remember the Moon Landings. Explain how we learnt to fly 	<p>Geography</p> <p>Physical Geography What is it like to live in the Amazon Rainforest? Know how to:</p> <ul style="list-style-type: none"> Identify areas of the World containing rainforests Use maps and atlases to locate rainforests Describe the key aspects of a tropical climate Describe the animals and plants living in a rainforest Compare the Amazon rainforest and Cardinham Woods Explain the effects humans are having on the rainforest 	<p>Modern. Foreign Languages</p> <p>Spring 1 In my town</p> <p>Spring 2 Animals</p>
<p><u>Key Vocab:</u> Appearance, balanced, carbohydrates, chopping board, combinations, dairy, design, design brief, diet, evaluate, fruit, grate, ingredients, menu, oils, proteins, scissors, vegetables</p>	<p><u>Key Vocab:</u> Reproduce, excrete, respire, habitat, microhabitat, survive, producer, consumer Organism, rainforest, endangered, biodiversity, ocean, ecosystem, desert, Arctic</p>	<p><u>Key Vocab:</u> Past, present, timeline, living memory, beyond living memory, significant, flight, historic, primary source, eyewitness</p>	<p><u>Key Vocab:</u> Rainforest, climate, tropics, forest floor, understory, canopy, emergent, tribes, bat, habitat, sloth, impact</p>	<p><u>Key Vocab:</u> Walk, run, jump, skip, hop, agility, balance, coordination, direction, fast, slow.</p> <p>Beat, rhythm, perform, rehearse, motif, solo, paired</p>
<p>Art</p> <p>Cubist Trees</p> <ul style="list-style-type: none"> Understand the concept of cubism Explore of cubist art focusing on shapes and perspectives Sketch simple trees using geometric shapes Create abstract tree compositions and experiment with overlapping shapes to create perspective Explore warm and cool colour palettes To paint to add colour, texture and depth Experiment with blending and layering colours 	<p>Computing</p> <p>Online Safety and Data Handling</p> <ul style="list-style-type: none"> Identify what happens when things are posted online Explain how to keep things safe online Recognise when to deny permission online Recognise that not everything online is true <p>Data Handling: International space station</p> <ul style="list-style-type: none"> To locate features on an interactive map Create a digital drawing Input data in a spreadsheet Create algorithms for healthy plant growth Retrieve data from a spreadsheet 	<p>Music</p> <p>Instrumental and composing First Access</p> <p>Using their voices</p> <ul style="list-style-type: none"> Have more control over their breathing, dynamics and diction Identify when pitch is getting higher/ lower and use their voice to recreate a note of the same pitch Follow a leader and signals such as start and stop GDS: Know that phrases are where we breathe in a song <p>Using instruments</p> <ul style="list-style-type: none"> Show control in maintaining a steady beat, changing tempo and changing dynamics Perform a rhythmic accompaniment to a song Perform a sequence of sounds using a graphic score Follow a leader to start and stop together Demonstrate growing confidence in performing individually or as part of a small group GDS: Sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse 	<p>R.E.</p> <p>What is the 'Good News' Christians believe Jesus brings? (1.4)</p> <ul style="list-style-type: none"> Think of 12 people who might change the world. Compare this to the people Jesus chose Explain what God teaches us about forgiveness Think about things that might stop us having peace Explore ways in which Christians try to bring Jesus' 'Good News' Find and describe ways that Christians might say sorry to God Investigate how a church building can help Christians remember the ways in which Jesus's teachings might offer 'Good News' <p>Why does Easter matter to Christians? (1.5)</p> <ul style="list-style-type: none"> How can we find examples of new life in Spring? Describe how Jesus's followers felt during Holy week. Give at least 3 examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 	<p>P.S.H.E.</p> <p>Dreams and Goals Know how to:</p> <ul style="list-style-type: none"> Choose a realistic goal and think about how to achieve. Persevere even when I find tasks difficult. Recognise who it is easy for me to work with and who it is more difficult for me to work with. Explain how to work cooperatively in a group to create an end product. Know how to share success with other people. <p>Healthy me Know how to:</p> <ul style="list-style-type: none"> Keep my body healthy. Explain what relaxed means and I know some things that make me relaxed or stressed. Explain how medicines work and how to use them safely. Make healthy snacks and explain why they are healthy.
<p><u>Key Vocabulary</u> Abstract, cubism, perspective, overlap, colour palette, composition, sketch, texture, depth, blend</p>	<p><u>Key Vocab:</u> Online, safe, permission, true or false, interactive map, digital drawing, spreadsheet, data, algorithm, retrieve</p>	<p><u>Key Vocab:</u> Breathing, dynamics, diction, pitch, high, low, steady beat, tempo, rhythm, pulse sequence, tapping, scraping, timbre, accompany, body percussion, tuned percussion, untuned percussion, volume</p>	<p><u>Key Vocab:</u> Christian, Jesus, Matthew, Fishermen, disciple, Tax collector, peace, forgiveness, Apostle Easter, Holy week, resurrection, death, easter eggs, life, Palm Sunday.</p>	<p><u>Key Vocab:</u> Realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, difficult, easy, learning together, success, celebrate, achievement, goal, partner, teamwork, learning together, success, celebrate, achievement, challenge, product, team Healthy, choice, relax, stressed, calm, healthy, unhealthy.</p>