As **geographers**, we will focus on: Our local area
Big idea (Concept): What do we look like from above and how do we identify local features.
Knowledge: Prior knowledge – In Year 1 the children learnt about the UK, 7 continents and 5 oceans and what human and physical features are.
Skills: reading a map/aerial photo, compass directions, the purpose of an address
Vocab: Grid reference, coordinates, map, aerial view, compass, north, south, east, local features

Our topic this half term is…

Scales, fur and feathers!

(Subject) LINKS with prior learning:

Science, PSHE, Computing, RE

As **musicians**, we will continue to focus on:
Big idea (Concept): Playing a tuned instrument musically
Knowledge: how to read staff notation, how to play the ocarina correctly
Skills: Recall and remember patterns of sound, begin to use correct technique when playing the ocarina, clap rhythms, identify beat, create long/short sounds, performing as a group
Vocab: ocarina, rhythm, pulse, note, staff, crotchet, rest, loud, quiet, long, short, conductor, new words in songs played

As **theologists**, we will focus on: Who is Jewish and how do they live?
Big idea (Concept): What is Judaism, how do Jewish people worship and what do their lives look like?
Knowledge: What is the Jewish faith and how does it differ from Christianity?
Vocab: Judaism, synagogue, shabbat, Sheema, Torah, sukkot, Channukah.
We will also have the opportunity to celebrate Chinese New Year, Holi, Easter and welcome a Jewish visitor to our school.

As **scientists** we will continue to focus on: Living things and their habitats
Big idea/ Key question (concept): How have animals adapted to their habitats?
Knowledge: to describe habitats and how they are suited to animals and plants; name a variety of common plants and animals; describe how animals obtain their food from plants and other animals, using the idea of a simple food chain
Skills: asking simple questions and recognising that they can be answered in different ways; Observe closely, using simple equipment; Perform simple tests; Identify and classify; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions
Vocab: living, dead, mammals, birds, reptiles, amphibians, fish, omnivore, herbivore, carnivore, habitat, food chain, temperature, survival, woodland, desert, ocean, seashore.
There will be a trip to the zoo to enhance the children's knowledge.

As **sports people,** we will focus on: Dance (indoor) /Tennis(outdoor)
Big idea (Concept): Learn how to move to music / Learn how to play tennis
Knowledge: Dance: what is a movement phrase, what does it mean to dance in unison, what is choreography? Tennis: Know how to hold a racket and the rules of the game; Understand the importance of warming up.
Skills: Dance- respond imaginatively to music, perform movement phrases and short dances with control and accuracy; watch and describe a performance. Tennis- catch, gather/send, pass and hit a tennis ball with control; Work with a partner.
Vocab: Dance-practise, character, evaluate, performance; Tennis - racket, ball, hit, send, gather, pass

As **artists**, we will focus on:
Big idea (Concept): How are animals represented in art?
Knowledge: learn about the artist Rousseau and look at artwork from different cultures
Skills: applying paint using different media, observational drawing to create realistic drawings, playing with pattern
Vocab: proportions, dot work, pattern, plan, evaluate

In **PSHE**, we will focus on: Healthy Me
Big idea (Concept): making healthy and unhealthy choices and how this can impact on how we feel; the importance of keeping clean, incl to prevent germs making us unwell
Knowledge: Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy • Know that germs cause disease / illness • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know about people who can keep them safe
Skills: • Feel good about themselves when they make healthy choices • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy
Vocab: Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code,

As a **coder/ programmer**, we will focus on:
Big idea (Concept): To create a branch database to sort and classify data.
Knowledge: To investigate questions with yes/no answers, To identify attributes that you can ask yes/no questions about, to select an attribute to separate attribute, to explain that a branch database is an identification tool, to recognise that a data set can be structured into yes/no questions, to explain a well-structured branching database will enable you to identify objects using fewer questions, to relate two levels of a branch database using AND, to suggest real-world applications for branch databases.
Skills: To create questions with yes/no answers, to choose questions that will divide objects into evenly sized subheadings, to repeatedly create subgroups of objects, to identify an object using a branch database, to retrieve information from different levels of a branch database.
Vocab: data, database, questions, yes, no, sorting, classifying, collecting, analysing, information.

Writing opportunities: Link to Science, Computing and Geography (Non-fiction animal reports), Link to Science (Ficton writing- Owl Who was afraid of the Dark) Link to Geography – local area and animals. Link to Trip- recount