

# What lives on our planet? And where? Year 2 Spring Term

## History/Geography

- **Intent:**

Children will develop an understanding of weather conditions on a global scale by identifying hot and cold areas and know how they contrast to the UK by learning about rainforests and the people who live in them.

- **Skills and Knowledge Focus:**

-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.  
-identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  
- name and locate the world's seven continents and five oceans.  
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

- **Sticky Knowledge:**

-North Pole is at the top of the map.  
-South Pole is at the bottom of the map.  
-The coldest areas of the planet are in the far north and far south.  
-The hottest parts of the planet are around the middle (Equator).  
-Rainforests are found around the Equator.  
-Continents: North America, South America, Europe, Africa, Asia, Australia, Antarctica.  
-Oceans: Pacific, Atlantic, Indian, Arctic, Southern (Antarctic).

- **Key Vocabulary:**

North Pole, South Pole, Equator, rainforest, arctic, antarctic, continents, North America, South America, Europe, Africa, Asia, Australia, Antarctica, oceans, Pacific, Atlantic, Indian, Arctic, Southern (Antarctic),

- **Subject Composite:**

The children will create a whole-class world map complete with labelled sticky knowledge and key features they have studied.

- **Impact:**

Children will be able to name and locate the continents and major oceans of the world and will discuss the differences between the UK and the rainforests.

**Linked texts:** Wild, Where the Forest Meets the Sea, Let's Save the Amazon, The Great Kapok Tree

**Topic composite:** Class rainforest multi-media art gallery for parents.

**Linked people of study:** Jane Goodall, David Attenborough, Percy Fawcett, Ed Stafford.

**Trips and Experiences:** Visit to the Eden Project

## Science

### Plants

- **Intent:**

Children will learn about what plants need to grow and survive and put this knowledge to use by growing plants of their own.

- **Skills and Knowledge Focus:**

- Observe and describe how seeds and bulbs grow into mature plants.  
-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

- **Sticky Knowledge:**

-Plants grow from seeds or bulbs.  
-Plants need water, light, and a suitable temperature to grow.  
-Different plants need different amounts of water and light and different temperatures to grow.

- **Key Vocabulary:**

seeds, bulbs, light, shade, sun, warm, cool, water, grow, healthy.

- **Subject Composite:**

Children will plant a seed and write a plant diary as they help it grow.

- **Impact:**

Children will know the basic requirements for plants to grow and be able to offer ideas for why some plants in their experiments grew more than others.

### Animals including Humans

- **Intent:**

Children will learn that animals, including humans, have offspring but that the development of these is different for different animals. They will also understand what is needed for animals and humans to survive and stay healthy.

- **Skills and Knowledge Focus:**

-Notice that animals, including humans, have offspring which grow into adults.  
-Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  
-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

- **Sticky Knowledge:**

- Animals, including humans, have offspring which grow into adults.  
- In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults.  
- In other animals, such as chickens or insects, there may be eggs laid that hatch to young.  
- The young of some animals do not look like their parents e.g. tadpoles.  
- All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise.  
- Good hygiene is also important in preventing infections and illnesses.

- **Key Vocabulary:**

Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples - meat, fish, vegetables, bread, rice, pasta)

- **Subject Composite:**

Children will create a personal life cycle diagram with photos, pictures and evidence of sticky knowledge.

- **Impact:**

Children will know examples of offspring which develop in different ways and be able to discuss what animals, including humans, need to survive and stay healthy.

## Art

- **Intent:**

Children will be introduced to a new technique, mono-print, which will build on their existing drawing skill.

- **Skills and Knowledge Focus:**

-Explore quality of line, texture and shape.  
- Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making  
- Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.

- **Sticky Knowledge:**

- Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.

- **Key Vocabulary:**

mono print, printing, carbon paper, texture

- **Subject Composite:**

Children will make a mono-print scene of rainforest animal to be part of a whole-class rainforest scene.

- **Impact:**

Children will have experienced using the mono-print technique, learned about different artists who use this and created their art work along a specific theme.



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