

# Year 2 Spring 2: Mad for Madagascar

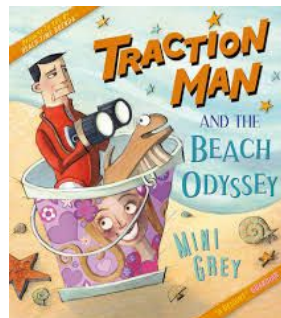
## Curriculum connections

2

### English

**Writing:** Explore the adventures of Traction Man and Scrubbing Brush as they defeat an evil monster. Develop an understanding of the language used within a 'fear tale'. Explore a range of punctuation and apply it within narrative writing. Apply the correct spelling of common exception words. Write an explanation text. Identify and use exclamation, question, statement and command sentences. Know the features of a recount and write about a field trip.

**Reading:** Read a wide range of fiction and non-fiction texts. Refine comprehension responses for vocabulary, retrieval, inference and summary questions.



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### Maths

Multiply and divide by 2, 5 and 10.  
Double and halve numbers.  
Recognise odd and even numbers.  
Measure in centimetres and metres.  
Compare and order lengths and heights.  
Use the four operations in the context of lengths and heights.  
Compare volume and capacity.  
Recognise and find quarters, thirds and three quarters.  
Recognise unit and non unit fractions.  
Measure mass using kilograms.  
Measure in millilitre and litre.  
Compare volume and capacity.  
Use all four operations in the context of volume and capacity.

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### Geography

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. Use an aerial view to find human and physical features in the local area. Use a satellite image to find human and physical features in Talata. Describe the weather in two different places and know why places nearer the equator are hotter. Find out what life is like living in Talata, Madagascar. Compare my local area and Talata.

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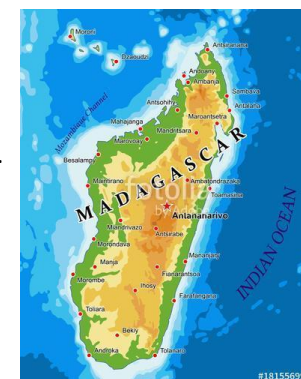
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### Art

#### Henri Rousseau

Study the work of Henri Rousseau and use it as a stimulus to create collages. Create a variety of images using different media including card, paper and fabric, with a focus on proportion. Develop techniques to create a collage display in an artist's style.



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1

### Science

#### Plants

Describe what a seed needs to grow.  
Explore the different factors that affect plant growth.  
Use scientific vocabulary.  
Know factors that contribute to a healthy plant.  
Record a series of observations using labelled drawings and photographs in diaries.  
Use existing knowledge and observations to make predictions at the start and during investigations.  
Make and compare close observations and interpret the changes.

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### Religious & World View Education

#### How and why do we celebrate special and sacred times?

Know why Jewish people celebrate Passover.  
Talk about the seder plate.  
Describe what happens during Ramadan.  
Describe how Eid al-Fitr is celebrated.

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### Computing

#### Online safety

Explain what should be done before sharing information online.  
Know why to ask for permission.  
Use technology safely and responsibly.

#### Stop motion

Create a flip book animation.  
Decompose a story into smaller parts to plan a stop motion animation.  
Create stop motion animations.

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### PE

#### Jumping

Develop their ability to jump and land safely.  
Adjust their speed and change direction as they jump in order to avoid defenders.

#### Rackets bats and balls:

Develop their ability to hit a ball (with a racket) with accuracy and power.  
Begin to strike a ball with power to beat an opponent and into space.

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### Music

#### Combining singing and instrumental skills with the theme of water/the sea.

Listen to and sing the music hall song 'Oh I do like to be beside the seaside'.  
Sing 'A wave went up my nose'.  
Read graphic scores to play the correct instrument part.  
Improvise music for a sea creature.

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### PSHE

#### Healthy Me

Understand how to maintain a healthy lifestyle including food and exercise choices.  
Understand how medicines work with our bodies and why it is important to use them safely.  
**Character trait:** Collaboration

2

### Spanish

#### Animales

Learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' (soy). Beginning to recognise, recall and spell up to ten animals with their indefinite article.