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| ***Year 2: Is life the same for children everywhere?*** |
| Children will be able to…* Recognise that life in Uganda can be both similar and different to life in England.
* Locate England and Uganda on both a map of the world and a globe.
* Locate Heswall in England and Kisoro in Uganda.
* Explain the physical features of Uganda.
* Explain what the flag of Uganda looks like, and explain why there is a crane on the flag.
* Retell a traditional Ugandan story and innovate their own version.
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|  | **SKILLS** Children can… | OUTCOME (SME) |
| **ART**Tinga Tinga artwork | **Exploring and developing*** Communicate ideas and meanings very simply.
* Reproduce from memory, observation or imagination.
* Identify different ways to express ideas.
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| **Using materials*** Use a range of materials/ processes to show ideas/meanings.
* Select the best materials for the job.
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| **Evaluating*** Talk about their work and explain it.
* Describe what they think or feel about their own and others’ work.
* Think of ways to adapt and improve work.
* Begin to use ways to improve work.
* Explore ideas and change what they have done to give a better result.
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| **Control and Expertise*** Use a range of pens, pencils, pastels and charcoal.
* Make a variety of lines, using different sizes and thicknesses.
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| **DT**Create Christmas stocking | **Design and develop*** Generate ideas, and plan what to do next, using their experience of materials and components.
* Use their knowledge of some working characteristics of materials when designing.
* Say how the product will be useful to the user.
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| **Making*** Begin to select tools for folding, joining, rolling.
* Measure out and cut fabric.
* Use a simple template for cutting out.
* Select tools and techniques appropriate to the job.
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| **ICT**Use of textease and powerpoint | **Using ICT*** Use the space bar.
* Store documents into a folder and retrieve them.
* Use clip art to add and resize a picture.
* Make a simple slideshow.
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| **GEOGRAPHY**Study of Kisoro and Uganda | **Geographical Study and Fieldwork*** Use a digital camera to take and use pictures in their work.
* Remember what they have seen and can talk about it, asking geographical questions.
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| **Use of Maps*** Make a plan of the classroom.
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| **Geographical Knowledge and Understanding*** Recognise and describe physical and human characteristics of a place.
* Identify parts of a physical feature.
* Talk about features of different places and recognise similarities and differences.
* Use vocabulary to classify size
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