

# YEAR 2 –Spring Term Planning – Mini Mappers (Geography)

## Cross Curricular: Writing: Narrative – Character Description (The Marvellous Moon Map)

### NC Objectives:

- To write simple, coherent narratives fiction and nonfiction.
- To use a range of punctuations correctly throughout their writing.
- To use present and past tense correctly and consistently.
- Continue to use the diagonal and horizontal strokes needed to join letters
- I can write about real events recording these simply and clearly.
- I can write effectively for different purposes drawing on from my reading to inform the vocabulary and grammar in my writing.
- I can spell most common exception words.

## Cross curricular: Science- Living Things and their habitats

### NC objectives:

- To explore and compare the differences between things that are living, dead and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.

## Cross Curricular: PSHE – Growing Up

I can talk about the very important people in my life and explain why they are special.

**NC Objectives:** To learn about the process of growing up, the changes, new opportunities and responsibilities that increasing independence may bring. To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple

## Geography- NC Objectives:

**Locational knowledge** Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

**Human and physical geography-** 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

Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

## Geographical skills and fieldwork

Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.

Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

## Cross Curricular: Reading:

Develop phonic knowledge, structure and vocabulary. Build on comprehension skills.

### NC Objectives:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has embedded and readings fluent
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- To discuss favourite parts, words and phrases from a range of extracts.
- To explain the mean of new words that I know and to find out meanings of words that are unknown.
- Explain what is happening in the text and to predict what will happen next.

## Cross Curricular: Art – printmaking

Children will be creating a 3D map using collage and printing techniques

- to use a range of materials creatively to design and make products
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Evaluate

- describe what went well, thinking about design criteria talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion