



Year 2 – Autumn 1

London and Nairobi



SMSC Links
<p>Spiritual</p> <p>Children will be introduced to the idea that different societies have different beliefs and these can be affected by the environment that they live in.</p>
<p>Moral</p> <p>Children will be taught to think of others and try to imagine other peoples points of view, especially those who live in difficult circumstances.</p>
<p>Social</p> <p>Children will work together collaboratively when designing, making and performing. Children will communicate findings to others and showcase their learning to others.</p>
<p>Cultural</p> <p>Children will investigate differences in housing food, music and clothing and discuss how these are influenced by where people live.</p>

<p>Trips and experiences</p> <p>African activities/day</p>
<p>Celebrations</p> <p>Printing showcase</p>
<p>British Values</p> <p>Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths</p>



Geography – What is it like to be a child living in Nairobi?

Foundations of previous learning.

The 4 countries of the UK and their capital cities. Features that are found in Enfield. Hot and cold countries of the world and the relationship with the equator.

Overview and rationale	Skills and concepts	Knowledge
<p>In this unit, children compare living in Nairobi to living in London. They develop their locational knowledge identifying the continents of Europe and Africa. Children will learn about the equator and what the weather is like in Kenya. As they zoom in on Nairobi, they learn about similarities and differences to London – they find out about the physical landscape, the culture and daily life for a child in Nairobi.</p> <p>Resources: https://www.bbc.co.uk/programmes/p0114s06 https://www.bbc.co.uk/bitesize/clips/zmqtf8</p>	<p>Investigate places:</p> <ul style="list-style-type: none"> Ask and answer geographical questions. Use aerial images and plan perspectives to recognise landmarks and basic physical features. <p>Investigate patterns:</p> <ul style="list-style-type: none"> Identify location of hot and cold areas of the world in relation to the equator and the North and South Poles. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. <p>Communicate geographically including map skills:</p> <ul style="list-style-type: none"> Use compass directions (north, south, east and west) Use vocab for key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features, including: city, town, factory, farm, house, office and shop. 	<ul style="list-style-type: none"> We live in the country of England, which is in the United Kingdom. The UK is in the continent of Europe. We live in London, which is a capital city. The river Thames flows through London In London there are many famous buildings such as Big Ben, the London Eye, the Houses of Parliament, Buckingham Palace and Tower Bridge. This means that there are lots of tourists. Kenya is a country in the east of Africa. The capital city of Kenya is Nairobi. The climate is warm and temperate in Nairobi but there is a significant amount of rainfall during the year. Nairobi has many hills. There is a national park in Nairobi, the largest national park in Kenya is called the Maasai Mara. In Nairobi, people live in houses and apartments. There are tall buildings, which are called skyscrapers. The Times Tower is the most famous skyscraper in Nairobi. There are lots of offices in the Times Tower. Many tourists visit Nairobi. This means that there are lots of hotels for them to stay in.
National curriculum coverage	Assessment Tasks	
<p>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.</p>	<p>1. Map skills: Locate Kenya and describe its position in Africa using compass directions. 2. Investigate places: Use aerial images and photographs to name the physical and human features found in Kenya. 3 Investigate patterns: Identify similarities and differences between London and Nairobi.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> To locate the countries of the UK in the continent of Europe. Identify the physical and human features of England with a focus on London. To locate Kenya in the continent of Africa and understand the significance of the equator. Identify the physical and human features of Kenya and especially Nairobi. Compare city and county life in Kenya. To identify similarities and difference between life in London and life in Nairobi. 	<p>Continent, country, Kenya, Nairobi, England, London, capital cities, human, physical, equator, culture, landmarks, maps</p>	<p>Investigation and comparison – How do London and Nairobi compare?</p> <p>Humankind – What is life like for children who live in Nairobi?</p> <p>Significance and Place – What is the significance of the equator? Where is Kenya?</p>
Curriculum drivers		
<p>Emotional Intelligence – To support children’s emotional intelligence encourage empathy when comparing life in London and Nairobi. Challenge children to put themselves in another person’s shoes. How do you think she was feeling? How is life similar and different?</p>	<p>Aspirations and possibilities for all –</p>	<p>Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>

Art – printing

Foundations of previous learning:

Children have explored printing in the EYFS where they were able to use a range of objects/materials to create prints.

Overview and rationale	Skills	Knowledge
<p>In this unit, children will begin to develop their printing skills. They will experiment with different textures and making different marks before creating their own repeating prints. They will begin to recognise patterns in the environment and use their observations in their designs. They will explore African prints specifically adinkra symbols. Children will think about what they liked or disliked about their work and once completed, will evaluate how successful they have been.</p>	<p style="text-align: center;"><i>See Art & Design progression document for skills developed when taking inspiration, generating ideas and evaluating.</i></p> <p>Printing:</p> <ul style="list-style-type: none"> • Print using a variety of materials e.g. sponges, lids, pen barrels and fruit and vegetable shapes. • Roll printing inks/paint over found objects to create prints. • Press, roll, rub and stamp to make prints. • Build patterns including repeating patterns from the environment etc • Use overlapping shapes. • Explore and create more complex patterns mixing shape and colour and discover overlapping motifs and colour. 	<ul style="list-style-type: none"> • A pattern is a repeated decorative design. • Printing is making a copy. You can use everyday materials and make a print i.e. your hand, fruit and veg, cotton wheels etc. • Relief printing is where the design sticks out from the surface. This bit gets covered with ink or paint. • Adinkra designs can be found all over Ghana, on all sorts of objects: modern clothes, plates, bowls, mugs, even painted on walls. • Background colour of traditional Adinkra cloths is matched to occasion: black/brown for sad occasions such as funerals. Lighter colours (green, purple, blue, white) for joyful occasions.
National curriculum coverage	Assessment opportunities	
<ul style="list-style-type: none"> - To use a range of materials creatively to design and make products. - 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. 	<p>1: Printing: Experiment with printing and repetition using a range of objects and materials.</p> <p>2: Generating Ideas: Generate and plan their own adinkra symbol and create a relief printing template.</p> <p>3: Final product: To make and evaluate their final design.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> 1. Explore and look closely at African adinkra patterns and symbols - consider symbols, colour, pattern and meaning. 2. Experiment with printing using a variety of materials. 3. Experiment with repetition, overlapping and pattern. 4. Design and create stencil- use own symbols and meaning 5. Make- use stencil and complete print. 6. Evaluate piece. 	<p>Print, symbol, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, cloth, repeat, rotate, mono-print, two-tone print.</p>	<p style="text-align: center;"><i>Creativity, investigation and materials are evident throughout all D&T topics.</i></p> <p>Humankind – What do the symbols present? Why are symbols important? How can we reflect our life into symbols?</p> <p>Comparison – Compare different prints identifying</p> <p>Place – What country use adinkra symbols?</p>
Curriculum drivers		
<p>Emotional Intelligence - Explore colour and emotion. Allow time for children to create their own symbols discussing what they mean and their importance. Can children think of symbols with an emotion attached to them? What colours will they choose and why?</p>	<p>Aspirations and possibilities for all – Allow the children time to explore the art and discuss children’s interests and passion for prints.</p>	<p>Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>

	Computing Digital Literacy – Word processing	Music Hands, feet, heart
Overview and connetions	In this topic, children learn about word processing and how to stay safe online as well developing their touch-typing skills. They are introduced to keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images.	
Key knowledge and assessment	<ul style="list-style-type: none"> The keyboard is the most useful form of input ‘A way of telling the computer what you want it to do.’ To a computer, the keyboard allows us to type a large number of characters that the computer knows how to interpret. The spacebar puts spaces between words. The backspace buttons deletes the last thing we did. Understand how to stay safe when talking to people online. Understand the importance of not sharing personal information Understand what to do if something we’ve seen or heard online makes us feel upset or uncomfortable. 	<ul style="list-style-type: none">
Key skills and assessment	<ul style="list-style-type: none"> Recognising that buttons cause effects and that technology follows instructions Developing confidence with the keyboard and the basics of touch typing. Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts Using word processing software to type and reformat text Understanding how to stay safe when talking to people online. Not sharing personal information and what to do if they see or hear something online that makes them feel upset or uncomfortable 	<i>See also Charanga skills - Year 2</i>
Key Vocabulary	Input, keyboard, space bar, backspace, bold, italics, underline, image, copy, paste, internet	
Big Ideas	<p>Change – How have computers changed over time?</p> <p>Creativity – What invention did you make? What creative inventions can you see around you?</p>	<p><i>Creativity is evident throughout all music topics</i></p> <p>Comparison – what are the similarities and differences between traditional South African music and Afropop?</p> <p>Humankind – What is South African music? What is unique about this music?</p> <p>Place – where is South Africa?</p>
Curriculum Drivers	<p>Emotional Intelligence - How do you feel when you have successfully achieved/invented something?</p> <p>Aspiration and possibilities for all – Allow the children to explore the role of an inventor. What invention did they enjoy making in this topic?</p>	<p>Emotional Intelligence - How does this song make you feel? Why? Explore with the children that when we feel sad or angry, music can help us to manage our emotions.</p> <p>Aspiration and possibilities for all – Ensure the children are exposed to musicians of different gender and ethnicity.</p>
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	PSHE – Celebrating differences What is the same and different about us?	RE – Birthday of Guru Nanak (2 sessions) and Hanukkah
Overview	In this unit, children will begin to describe the things that contribute to their identity and be encouraged to be proud of what makes them unique. They will identify the similarities and differences between people and understand such differences also apply to families. Children will consider how families spend time together understanding that all families are characterised by love and care.	In this unit, children will firstly explore the birthday of Guru Nanak. They will know that Guru Nanak is an important figure for Sikhs and talk about what it means to treat people as brothers and sisters. In the second part of this unit, children will explore the Jewish festival of Hanukkah. Children will explore how food, story telling, songs and games at festivals and celebrations express the religious history and beliefs of the Jewish people.
Key Knowledge and assessment	<ul style="list-style-type: none"> • Explain that everyone is unique in their own way. • Describe what makes them special. • Recognise and celebrate differences between everyone. • Understand that all families can look different. • Describe what love and care means. • Explain that a family provides love and care. • Discuss the different beliefs and preferences a family may have. • Recognise and respect the differences between families and the ways they spend time together. 	<ul style="list-style-type: none"> • Sikhs celebrate Guru Nanak’s birthday. Guru Nanak is considered the first Sikh Guru. • Guru Nanak taught Sikhs to treat everyone like brothers and sisters <p>Hanukkah:</p> <ul style="list-style-type: none"> • Lights and candles are often used in celebration and festivals. • Jews light candles at many of their festivals to remind them of God. Hanukkah is known as the Festival of Lights. • The ‘miracle’ of the oil reminds Jews of Gods presence and love. • Jews celebrate Hanukkah by lighting the candle each day, cooking special foods and playing with a dreidel.
Key Skills and assessment		<p>Learning about religion:</p> <ul style="list-style-type: none"> • Describe the main festivals or celebrations within a religion. • Recognise and name some religious places and practices. <p>Learning from religion:</p> <ul style="list-style-type: none"> • Identify the things that are important in their own lives. • Explain how actions affect others. • Relate emotion to some of their experience i.e. thanks, joy, sadness
Key Vocabulary	Unique, identity, differences, similarities, respect, love, care, families, beliefs	Part 1 - Sikhs, Guru Nanak, festival Part 2 – Judaism, Hanukkah, festival, candles, light, celebrate, menorah, traditions, symbols, celebration
Big Ideas	<p><i>Humankind runs throughout all PSHE lessons</i></p> <p>Comparison – How are we similar? How are we different?</p> <p>Significance – Why are families important to us? What do they provide?</p>	<p><i>Humankind is evident throughout all RE topics</i></p> <p>Comparison – How do the celebrations differ? How does this celebration compare to things you celebrate?</p> <p>Significance – Who is Guru Nanak and why is he important? Why is Hanukkah important?</p>
Curriculum Drivers	<p>Emotional Intelligence - Children to begin to identify how to be respectful and why this is important.</p> <p>Aspiration and possibilities for all – Discuss with the children that they should be proud of their differences as these make us unique and special.</p>	<p>Emotional Intelligence - How does light and darkness make you feel?</p> <p>Aspiration and possibilities for all – What can we do to help the people in our community?</p>
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