



Cambridge and London

Year 2 | Autumn 2

CURRICULUM SPOTLIGHT: GEOGRAPHY | ART

ENQUIRY

How do places change?

OUTCOMES

Children to write reports to be published in a class book

VOCABULARY

Geography: Hill, river, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, university, capital city, transport, population, landmark, tourist, museum

KEY TEXTS

- The Buildings That Made London by David Long and Josie Shenoy
- Monty Mouse of Cambridge Town by Kate Fleet and Angela Cogo

BACKGROUND KNOWLEDGE

- <https://digimapforschools.edina.ac.uk/>
- The Big Book of the UK by Imogen Russell Williams

RESOURCES

Globes, maps, atlases, information leaflets, cameras, iPad, magnifying glasses

CORE CURRICULUM LEARNING OUTCOMES

English	Mathematics	Physical Education	Art
<p>Grammar Co-ordination (using or, and, or but) Use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>Text types Simple playscript Information text Narrative</p>	<p>Addition and subtraction: 2 digit and 1 digit numbers 2 digit numbers and multiples of 10</p>	<p>Social skills Dynamic balance to agility- jumping and landing Static balance- Seated</p>	<p>Drawing - Experiment with tools and surfaces - Begin to control marks made with different media</p> <p>Printing - Explore repeated printing using a range of simple methods - Explore relief printing using string and card - Develop an impressed image - Identify a wider range of printed forms in everyday life and consider how the processes have changed over time</p>
Phonics	PSHCE	Computing	Science
<p>Units 8/9 /ow/ou/ Units 10/36 /oo/ew/u/ue/u-e/ui/ou/ough Units 12/13/14/15 /oo/u/oul/ou/o Units 6/34 /ar/er/ir/or/ur/ear/our</p>	<p>My Emotions ME12 Anti-Bullying AB12</p>	<p>E-safety - Use technology safely and respectfully (private information, where to go for support), online identities.</p>	<p>Habitats (STEM morning) - 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.</p>
Geography		Religious Education	
<p>Substantive: Locate Cambridge and London – within UK / England and in relation to each other using directional language (N/S/E/W). Understand some of the geographical similarities and differences between Cambridge and London and how/why they have changed over time. Focus on some key human and physical features of both cities.</p> <p>Disciplinary: World map and globe Atlas Compass directions Locational / directional language Aerial photographs and plans Map use and design Fieldwork and observational skills.</p>		<ul style="list-style-type: none"> • Understand what Christians believe about why Jesus came to the world • Understand the meaning of Advent • Sequence the Nativity Story • Assess what Christians believe about why Jesus came <p>Personally reflect on how to show love to the world</p>	

