


Medium-Term Planning Format		
Cohort	Year 2	
Enquiry Question (QUESTIONING)	How is the UK different to the Polar Regions?	
Enquiry Driver	Geography	
Enquiry Enhancer	D&T	
Main Enquiry Theme	Locational knowledge (Polar regions)	
National Curriculum Objective	<p>Geography</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p>Design and Technology</p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> Can I name and locate the seven continents of the world? Can I name and locate the five oceans of the world? Can I ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? Can I talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Pole? 	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> Can I measure and mark out to the nearest centimetre? Can I join textiles using running stitch? Can I cut materials safely using tools provided? Can I choose the right materials when making a product according to the properties needed? Can I make products, refining the design as my work progresses? Can I measure or weigh using measuring cups or electronic scales? Can I describe the properties of the ingredients I am using? Can I explain what it means to be hygienic? <p><i>(Children will make/stitch jumpers for penguins and they will make/decorate buns and biscuits to sell in order to raise money to adopt a polar animal).</i></p>	

	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Can I perform dance actions with control and coordination? • Can I link movements together to make a sequence to communicate mood and feelings? • Can I begin to evaluate my own and others and suggest ways to improve? 		
<p>Computing</p>	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 9: Programming and Control</p>		
<p>Science</p>	<p><u>Animals, including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Notice that animals, including humans, have offspring which grow into adults.</i> • <i>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</i> • <i>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i> <ul style="list-style-type: none"> • Can I describe what animals needs to survive? • Can I explain that animals grow and reproduce? • Can I explain why animals have offspring? • Can I describe the lifecycle of some living things? e.g. egg, chick, chicken. • Can I explain the basic needs of animals, including humans? • Can I describe why exercise and a balanced diet are important for humans? • Can I explain how animals get their food and draw a simple food chain? 		
<p>Additional Links</p>	<p>British Values</p>	<p>Outdoor Learning</p>	<p>Community</p>
	<p>Citizenship (Beaver Pledge)</p>	<p>Global Neighbours</p>	<p>Home Learning</p>
<p>Fundraising to sponsor either a polar bear or penguin.</p>	<p>To identify the hot and cold regions on a map and globe.</p>	<p>Fact file about endangered animals.</p>	