

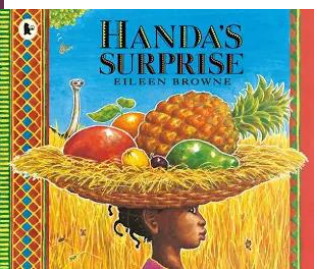
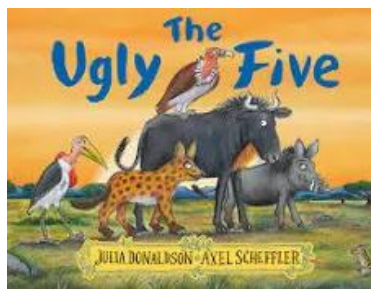
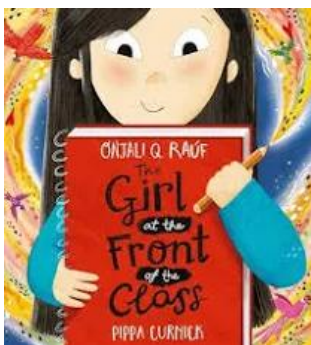
# Year 2 – Amazing Africa



## Project Overview

The children will learn all about how Africa is the second largest continent with many different features. It has physical features like the hot Sahara Desert, long rivers such as the Nile, high mountains and wide grassy plains, as well as human features like towns, villages, farms and roads. The Equator runs around the middle of the Earth and passes through the centre of Africa, which is why some places are hot all year. They will also learn about desert habitats, and how certain animals like camels, snakes and lizards can live there because they know how to save water. Plants such as cacti and acacia trees can also survive because they store water or have small leaves. Africa is home to many different people and cultures, and a place like Somalia is very different from Didcot in England, with hotter weather, different homes, animals, and ways of life.

## Recommended Books



**This term, we are learning...**

English/RWI	<p>We will continue with Read Write Inc. and Read Write Inc. Comprehension this term. The children will be in progress groups, based on their assessment at the end of term 2. All children will swap their books weekly on a Friday – please make sure they have their reading folder in school on this day. We encourage the children to read their books as frequently as possible, but at least 3 times per week to promote their fluency and storytelling voice.</p> <p>The children will also have a daily English lesson where they work on developing their writing fluency through a dictation exercise. We will use high-quality picture books to drive our English lessons – the first of these is ‘The Girl at the Front of the Class’ by Onjali Q. Raúf.</p>
Maths	<p>We will continue with our unit on <b>addition and subtraction of two-digit numbers</b>. Children will solve problems, applying their increasing knowledge of mental and written methods. They will recall and use addition and subtraction facts to 10 fluently, and derive and recall related facts up to 100. E.g. <math>3+5=8</math> so <math>23+5=28</math>, <math>10-3=7</math> so <math>40-3=37</math>. We will also build on previous learning to explore how the strategies of ‘making 10’ and ‘subtracting through 10’ can be applied to problems that bridge multiples of 10. E.g. <math>37+4=41</math>, <math>41-4=37</math>.</p> <p>Before the half term, we will begin our <b>introduction to multiplication</b> unit. Here, pupils will learn that objects can be grouped in different ways and describe these groupings. They will represent equal groups as repeated addition, linking this to multiplication. After this, they will look at identifying and explaining each part of a multiplication equation before using this knowledge to calculate the product.</p>
Science	<p><b>What is a desert habitat like, and what animals and plants live there?</b>  – We will describe what deserts are like and learn that both hot and cold deserts exist. Because of the extreme conditions in a desert, only certain animals and plants can survive there. We will look at what special features some of them have to enable them to survive.</p> <p><b>What do all living things do?</b> – We will learn that the life processes (movement, sensitivity, growth, reproduction, excretion and nutrition) apply to animals and plants.</p> <p><b>What are the basic needs of animals?</b> – We will explore the things that animals need to survive.</p> <p><b>What is a food chain?</b> – We will look at how to interpret food chains and then construct some of our own.</p>
Religious Education	<p><b>What does the Torah mean for Jewish people?</b> The children will learn that the Torah is a special book for Jewish people and will explore some of the ways that Jewish people follow the teachings of the Torah.</p> <p>They will make connections between the teachings and the way Jews live their lives. Additionally, they will retell some of the important history of Jewish people and suggest why it is important for Jews.</p>
DT	<p>We will be designing and making a moving creature that would be able to survive in a desert habitat. We will use pivots, levers and linkages to create moving parts.</p>
Computing	<p><b>Data and Information – Pictograms:</b> This term in computing, the children will explore what the term ‘data’ means and how data can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data electronically in the form of pictograms and block diagrams.</p>

Geography	<p><b>What is the continent of Africa like?</b> – We will begin by learning that Africa is the second biggest continent and also the hottest continent. We will use atlases to explore all the different countries in Africa. After this, we will revisit our learning on human and physical features by looking at what human and physical features we would find in Africa. For example, the Namib Desert and Victoria Falls are physical features and the Giza Pyramids and the Maasai Village are human features.</p> <p><b>What is the Equator?</b> – We will look at what the Equator is and how it separates the Earth into hemispheres. Next, we will use atlases to identify what countries are located along the Equator.</p> <p><b>Where is Mogadishu?</b> – We will learn about Mogadishu, the capital city of Somalia, and then compare Mogadishu to Didcot.</p> <p><b>How are Somalia and England similar?</b> – We will compare Somalia and England, by exploring features like their climates and their populations.</p>
Music	This term, we will use glockenspiels to explore pitch, melody and pulse. We will practise how to hold the beater correctly and learn to play the tune of 'Tony Chestnut'.
P.E.	PE will still be on Wednesdays and Thursdays. Our focus on Wednesdays will be developing our gymnastics skills, including different jumps, rolls and balances. On Thursdays, we will do fitness-based games like arm and leg tag, hurdle mania and fitness relays.
PSHE	<b>Dreams and Goals</b> - We will find out how we can achieve a common goal by working as part of a team to accomplish a challenge set by Jigsaw Jo (our Jigsaw character). We will problem solve to break down our goal into realistic steps. After this, we will work in groups to create our own 'garden of dreams and goals'.

## How To Help Your Child's Learning

We would like to say a big thank you for all your warm wishes, cards and gifts. We hope you had a wonderful Christmas and are feeling refreshed and ready for a new term.

We would like to thank you once again for all the support you give your child at home.

### Reading and Numbots

Please continue to read with your child **at least three times** a week and sign their reading diaries. The Read Write Inc/banded books are matched to your child's reading level. Please warm up using the red and green words in the RWI books. There are also questions at the end of the books to develop comprehension skills.

Similarly, please continue to support your child's speedy recall of number facts by completing regular practice on Numbots; little and often is key.

## Key Vocabulary

### English

nouns  
adjectives  
verbs  
adverbs  
conjunctions

### Maths

add/subtract  
plus/minus  
more/less than  
total/left/ difference  
renaming (10 ones  
for 1 ten)

## Key Vocabulary Related To Our Project

physical/human feature  
continent  
equator  
desert habitat  
life processes  
survive  
producer  
consumer  
food chain  
herbivore/carnivore/omnivore

## Information For This Term

Please see regular updates on the school website and office email. We will keep in touch on Google Classroom for any extra updates.

## Term Dates

Please see on our school website and our weekly school newsletter for term dates.