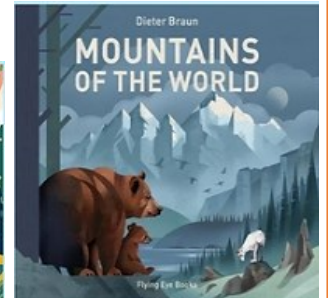
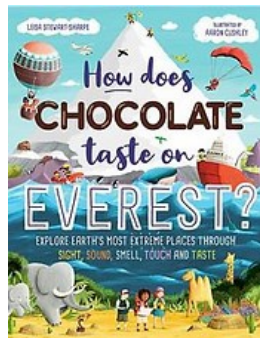


### Theme Overview

'Never Eat Shredded Wheat' is a thematic unit based around where food comes from, with a key focus on geography. It begins by looking at the local area including a walk to the River Wallington. The children will learn about compass directions and locational language, before moving on to learning about continents and oceans. Physical and human geographical features are explored, and the UK is then examined more closely. The learning then moves on to where foods come from around the world.

### Recommended Reading...



### What we should know...

#### How?

#### How can we find countries in the world?

- We can look at maps and globes to find out where countries are.
- Seas are coloured blue and countries are usually green, brown or yellow on maps



#### What?



#### What are the four points?

- North, South, East and West

#### What are the four countries in the UK?

- The countries of the UK are England, Northern Ireland, Scotland and Wales.

#### What are the names of the continents and oceans?

- There are seven continents in the world: Asia, Africa, North America, South America, Antarctica, Europe, Australasia, and five oceans: Arctic, Atlantic, Indian, Pacific, Southern

#### Where?

#### Where are the capital cities of the UK?

- London is in the South East of England
- Edinburgh is in the East of Scotland
- Belfast is in the East of Northern Ireland
- Cardiff is in the South East of Wales

#### Why?

#### Why are aerial views useful?

- You can see a large area of the ground in a lot of detail.



#### Why?

#### Who helps to bring us food?

- Farmers, fisherman and fruit pickers grow, catch and pick food for us to eat. People transport food to shops and shopkeepers and market stallholders sell the food to us.



**How to...****....use a compass**

A compass always points north. Place the compass flat on your palm and find out where you are facing by seeing where the arrow points to. Practise walking north, east, south and west.

**Key Vocabulary you should discuss with your child**

**Aerial View:** a picture of something from above

**Beach:** usually made of sand or pebbles and slopes to meet the sea

**Capital City:** large place where the government of a country functions

**Compass:** a tool for finding direction

**Continent:** a major area of land, made up of different countries

**Key Vocabulary you should discuss with your child**

**Directions:** the path along which something moves, lies or points

**Flag:** a piece of cloth with a special design or colour that is used as a symbol of a nation

**Human Features:** places and things that been built or made by people

**Itinerary:** a planned route or journey

**Landmark:** Something that is easy to see and can be used to find your way to a place near it

**Locality:** the areas nearby

**Location:** a place or a position

**Map:** an image of an area

**Mountain:** raised land, higher than a hill

**Physical features:** a natural feature

**Vegetation:** plants, trees and bushes

**Village:** a little town

**Concept Flow**

- To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- To name and locate the world's seven continents and five oceans.
- To know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coast.
- To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm.
- To look at aerial photographs and plan perspectives to recognise landmarks and basic physical features.
- To learn where in the world food comes from.



Please talk to your children about the information on this sheet. The more children discuss their learning the more likely they are to embed the learning to their memory. If you have any questions please don't hesitate to contact your child's class teacher.

# Berewood Primary School

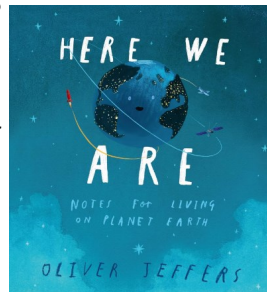
Curriculum Letter—Autumn Term —Year Two

## English

In English we will begin by writing a recount of our local walk and then we will move onto writing based on the book *Here We Are* by Oliver Jeffers. The children will also create a fact file about the UK and their local area. We will focus on writing sentences that are correctly punctuated using capital letters and full stops and we will begin to use conjunctions.

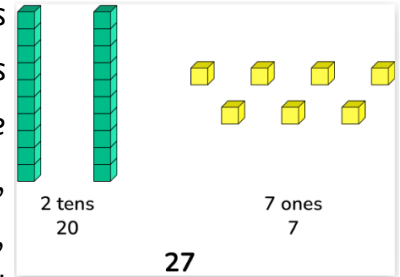
In our Guided Reading sessions we will continue to develop our fluency and comprehension skills as well as word recognition.

We have begun to teach the next stage of our phonics programme which will then lead onto spelling lessons.



## Maths

In maths we will be looking at the place value of numbers to one hundred using lots of concrete resources to help us understand the value of each digit, including dienes, bead strings and numicon. We will then move onto addition and subtraction where we will continue to use resources to support our learning. We will aim to become fluent with bonds to 20 and how to add and subtract two 2-digit numbers to 100.



## Art/DT

The children will learn about different types of bridge structures and have a go at designing and building their own bridge to take the weight of a toy car.



## Computing

We will introduce the children to IT devices and their application in different situations.

## Homework

Children will receive spellings to practise and an additional piece of reading comprehension or maths homework each week.

## PE

Our PE days are Monday and Thursday. We will be learning to throw and catch in games lessons and how to perform basic rolls and balances in gymnastics lessons.



## Music

We will enjoy learning some fun dragon-themed songs and we will learn how to play some un-tuned percussion instruments. We will practise playing in time and performing to each other.



## RE

In our RE lessons we will learn about Harvest celebrations and where our food comes from.



## PSHE

We will be exploring fairness, keeping safe and image and identity in our PSHE lessons.