



# Riverside Primary Academy

## Curriculum Topic Web




<b>Year: 2</b> <b>Topic 5</b>	<b>Novel:</b> <b>Educational Visit: local ponds, hedgerows, Derwent walk habitats</b>	<b>Project Work / Home - School links:</b> Weekly English and Maths homework
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**English: Fiction Only**  
 Read Write Inc.  
 RWI Language and Literacy  
 A range of reading and writing genres will be completed within the half term.  
 Poetry: Poems about the great outdoors - countryside and wildlife.

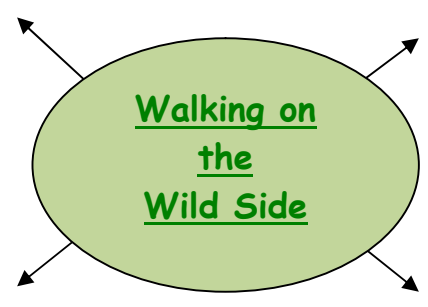
**History:**

**Geography:**  
 Field work investigating habitats and physical and human features in the local area.  
 Contrasting habitats and where they are likely to be found. E.g. in and around Dunston, wetlands, ponds.

 Forest School Link to Weather and Seasonal Changes

**Subjects Taught**  
**Discretely:**  
**Maths,**  
**PE - Athletics**  
**RE- Judaism 5**  
 The Torah; rules, values and stories significant to Jewish people.  
 God; stories from the Torah, creator, loving, caring, having authority  
 Shema

**Computing:**  
**Coding and programming**  
 Use 2Go on Purple Mash to create codes and programs, observing the different physical and human features. Make links with coordinates in maths.




**PSHE / SMSC:**  
 What is respect & how can we show it? Why are children respectful to adults & elderly? How can you respect yourself? What kinds of disrespect have you heard about? How do we respect nature and pets? How do we respect the property of others?  
**Respectful Relationships**  
 The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  
 Practical steps they can take in a range of different contexts to improve or support respectful relationships.  
 The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness.  
 That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.


**Outdoor Learning:**  
 Visit the Wildlife garden and investigate habitats and food chains. Pond, mini-beast hotel, bog area etc. visit off site habitats to compare.  
**Forest School:**  
 Compare finding from the woodland trip to mini beasts and habitats we have in our school grounds.

 WOODLAND TRIP

**Science / Eco:**  
Living things and their Habitats  
 Explore and compare the difference 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 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 micro-habitats.  
 Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  
 Plants and Animal habitats, Seed variations, Hatching butterflies and ladybirds.

 CHECK PRIOR LEARNING

**Art / DT: -**  
 Butterflies and bugs  
 Drawing skills and techniques  
 3D models of insects scientifically accurate.

 Mister Finch Sculpture

**Music:**  
 Charanga unit 5

**Note:** this topic web is an over view of teaching possibilities - class teachers are expected to develop creativity within the topic.