


Hedgehog Class, Year 2.

Medium Term Planning – Spring Term 3.

Derry Hill C of E Primary School	Year 2: Term 3: Spring 2026		
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p data-bbox="338 628 488 667">Geography</p> <p data-bbox="120 708 703 783"><u>Compare Addis Ababa, Ethiopia to Bath in the UK</u></p> <p data-bbox="136 831 689 911">How is life in East Africa different to life in the UK?</p> 	<p data-bbox="736 628 869 667">fieldwork</p> <p data-bbox="736 683 869 721">research</p> <p data-bbox="736 737 808 775">data</p> <p data-bbox="736 791 857 829">compare</p> <p data-bbox="736 845 801 884">map</p> <p data-bbox="736 900 815 938">globe</p> <p data-bbox="736 954 875 992">continent</p> <p data-bbox="736 1008 846 1046">country</p> <p data-bbox="736 1062 853 1101">Equator</p> <p data-bbox="736 1117 831 1155">Africa</p> <p data-bbox="736 1171 831 1209">Europe</p> <p data-bbox="736 1225 846 1264">climate</p> <p data-bbox="736 1279 875 1318">landmark</p> <p data-bbox="736 1334 987 1372">physical features</p> <p data-bbox="736 1388 969 1426">human features</p> <p data-bbox="736 1442 887 1481">population</p>	<p data-bbox="1039 628 1189 667">Key Skills:</p> <p data-bbox="1039 683 1464 783">Identify human and physical features around Derry Hill and Bath.</p> <p data-bbox="1039 831 1473 954">Identify human and physical features around Addis Ababa in Ethiopia.</p> <p data-bbox="1039 1002 1458 1198">Discuss similarities and differences between lives in the two areas. Suggest how my life might be different if I lived in Addis Ababa.</p> <p data-bbox="1039 1246 1458 1442">Use map and atlas skills to locate Bath and Addis Ababa and identify features nearby, such as rivers and the Equator.</p>	<p data-bbox="1505 628 2181 783">LI: I can use objects from Ethiopia to make predictions about life in that country and identify some differences between the lifestyle in Africa compared to the UK.</p> <p data-bbox="1505 799 2130 879">I can talk about what Fieldwork means in Geography.</p> <p data-bbox="1505 895 2181 1134">Lesson 1: Children visit a ‘museum of artefacts from Ethiopia’ and share ideas about what they think they are. They read a text to discover facts about the objects and use these to say what is the same and different about life there to the UK.</p> <p data-bbox="1505 1198 2181 1394">LI: I can sort geographical features into those that are human and those that are physical. I can identify those that are in Africa and those that are in the UK and say how I know this.</p>

land-use

Identify weather features in Ethiopia and the UK and link these to their position in the world.

Key Knowledge:

I know what human and physical geographical features are and can give examples of these from my area, and from the area around Addis Ababa in Ethiopia.

I can describe similarities and differences between the two areas related to climate, population, currency, land use, language and festivals.

I can locate the Equator on a world map and show where Ethiopia and the UK are in relation to this.

I can explain the difference between a capital city, a city, a town and a village.

I can decide what I would like to find out as part of my fieldwork and make a plan to carry out research.

Lesson 2: Children learn the meaning of Human and Physical features in Geography. They sort pictures of features into the two groups. Children share existing knowledge on Bath and Addis Ababa and then sort features according to which place they belong to. Children plan fieldwork research for trip to Bath.

LI: I can locate Addis Ababa and Bath on maps and describe the climate in each place. I can say how this affects how people live.

Lesson 3: Children watch short videos explaining climate and weather, and how this relates to different places on the earth (the equator / coasts / poles). They look at simple tables / charts showing weather patterns in Bath and Addis Ababa and compare the two places. They also look at the weather in another place in Ethiopia - the Danakil Depression.

Children to carry out fieldwork in Bath as part of class trip.

LI: I can compare the populations of Addis Ababa and Bath and talk about jobs that people do. I can describe features of life in each country, including celebrations.

Lesson 4: Children use data fact files for Ethiopia and the UK, based on Worldometer, to write sentences comparing the two countries. They discuss why these differences might exist and how they affect people's lives. Children read a description of an Ethiopian festival and teach other people in the class about it.

Children use data handling methods to display their findings.

LI: I can describe common uses of land in the areas around Bath and Addis Ababa and landmarks in the areas. I can say if they are human or physical landmarks.

Lesson 5: Children use maps and photographs to identify key landmarks and features of the areas around Bath and Addis Ababa. They describe and compare two of the features. Children use video to compare their Bath fieldwork results to life in Addis Ababa.

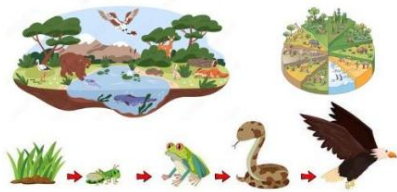
LI: I can compare my life in the UK to what it would be like if I lived in Addis Ababa. I can describe common festivals in Ethiopia.

Lesson 6: Children watch 3 short videos of children's lives in Ethiopia and discuss how it is different from their lives. They write a paragraph comparing their life here to life in Ethiopia.

Children conclude their fieldwork findings.

Science

Living things and their habitats- Habitats around the world.



organism

Using observations, data and findings to name, label and organise items in a variety of ways.

rainforest

Using tables, a variety of graphs, labelled diagrams and models to record observations, measurements, results and findings.

endangered

biodiversity

Gathering and recording data to help in answering questions.

ocean

ecosystem

Asking simple questions and recognising that they can be answered in different ways.

desert

Identifying and classifying.

arctic

Using their observations and ideas to suggest answers to questions.

habitat

impact

organisms

Lesson 1

LI: I can learn about habitats

- Explore what a habitat is
- Understand that living organisms are suited to live in one or more habitats
- Identify which animals might live in a range of habitats

Match 8 different animals to their habitats in a cut-and-stick activity. Challenge Task: Identify the characteristics of a living organism which make them suitable to live in more than one habitat.

Lesson 2:

LI: Appreciate that environments are constantly changing

- Appreciate that environments are constantly changing
- Identify what you can do to help reduce the impact humans have on a habitat
- Know what you can do to care for a habitat

Complete a litter audit on their school grounds or local park and record the impact litter is having on its inhabitants. Discuss what they can do to care for their environment. Challenge Task: Identify how littering can be dangerous for the habitats which live there.

Lesson 3:

L.I. I can explore the rainforest and its problems.

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

Ask the children to create a poster or an oral presentation to explain why the rainforest needs to be protected. In their presentations, ask the children to focus on 3 issues, explaining how they are affecting 3 different animals and why they're important

Lesson 4:

L.I. I can describe life in the ocean.

Learn about different ocean life

- Understand an ocean habitat
- Learn about the blue whale

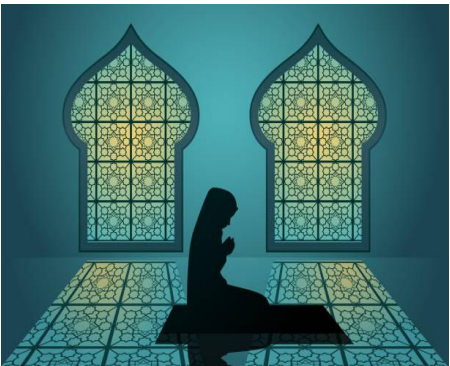
Create a cross-section of the ocean using coloured paper, pens and other craft materials. On this, they should label the sea floor at 2,000m and create another mark at 1,000m. It may help some children to include a 500m mark as well.

Lesson 5:

L.I. I can discover the Arctic and Antarctic habitat

- Identify the differences between the Arctic and Antarctic
- Identify the animals which live in both polar habitats
- Describe the Arctic and Antarctic climates

Identify which animals live in the Arctic versus those animals which live in the Antarctic. Ask the children to create a Venn diagram to identify those animals which live in both polar regions.

			<p>Lesson 6:</p> <p>L.I. I can create a model of a habitat.</p> <ul style="list-style-type: none"> • Understand what animals are best suited to live in desert, underground and ocean habitats • Investigate, measure and record soil habitats • Learn how to compare results and identify species more suited to living in damp soils <p>Children will create a desert or water habitat, depending on their preference. An underground habitat could be created by using card to create a cross-section of an underground area with different animals - such as badgers, moles or rabbits - living there.</p>
<p style="text-align: center;">RE</p> <p style="text-align: center;"><u>Does praying at regular intervals every day help Muslims?</u></p>  <p>Start to learn about Islam and how prayer is important in this faith. Understand what commitments are and why they are important within the Islamic faith. Show understanding of</p>	<p>Islam Muslims commitment Allah Salah ritual The Qu'ran prayer mat 5 times a day washing - Wudu head-covering Mecca compass Kaaba intention angels</p>	<p>Key Skills:</p> <p>Give examples of how Muslims believe prayer helps them in their everyday lives. Explain the reasons prayer helps with these.</p> <p>Explain why commitments are difficult and how it feels to meet a goal.</p> <p>Show empathy with people of a different faith and show tolerance and understanding of difference.</p> <p>Key Knowledge:</p> <p>I can explain what a commitment is and why</p>	<p>LI: I explain what a commitment is and can discuss why making a commitment can be difficult.</p> <p>Lesson 1: Discuss how it has felt to make a class commitment to keeping fit since coming back this term. Has it sometimes felt difficult? Why? Look at other commitments, such as sports clubs or reading every day and talk about why they are sometimes hard but also important. What commitments do people make as part of their religion?</p> <p>LI: I can show how Muslims pray and talk about key items and places in the prayer ritual.</p> <p>Lesson 2: Watch a video of Muslims praying and listen to a boy describing what they do and why. Role play Muslim prayer and draw</p>

the Islamic prayer routines and what this means to Muslims.

mosque
community
united

prayer is a commitment to their faith for Muslims.

I can describe how it feels to have to stop doing something to reach a target that I have set.

I can use the right words to explain how Muslims pray.

I can explain why Muslims pray in the way they do.

/ label key items / features of the prayer ritual.

LI: I can sequence and explain the different steps in the Islamic prayer ritual and say why they are important to Muslims.

Lesson 3: Children see what they can remember about how Muslims pray. They sequence pictures to show what Muslims do before they pray and during the prayer. They write a summary of what happens and why each step is important.


LI: I can explain how praying 5 times a day gives Muslims time to focus on God and think about how this might make them feel.


I can describe common Islamic images.

Lesson 4: Children take part in a mindful meditation based around God and nature. They discuss how it feels to stop and just be quiet and focused for 5 minutes. They consider how prayer might help Muslims do this. Children learn about common Muslim religious images and use these to design a prayer mat.

LI: I can discuss how the Islamic ritual of prayer helps Muslims in their everyday life.

Lesson 5: Children discuss why praying 5 times a day might be difficult and decide whether they think they would be able to do it regularly. They identify 3 things that they

			<p>think praying 5 times a day would help a Muslim with and explain why.</p>
<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Keeping Clean Skin Dental Hygiene Drug Safety</p> 	<p>hygiene germs washing drying soap routine oral / dental toothbrush / paste flossing mouthwash check-up diet canines molars pre-molars incisors medicines warning dose detergents poisons</p>	<p>Key Skills:</p> <p>I can manage my basic personal hygiene.</p> <p>I understand and use good oral hygiene and know how to clean my teeth properly.</p> <p>I can make choices about my food and daily routine that help keep my teeth healthy.</p> <p>I understand how to stay safe around medicines and other household goods.</p> <p>Key Knowledge:</p> <p>I can explain the reason for bathing and showering and describe some 'good rules for washing'.</p> <p>I can understand what germs are and how washing keeps us safer from them.</p> <p>I know about dental health including regular check-ups at the dentist and good oral hygiene.</p> <p>I can sort foods into those that are good for my teeth and those</p>	<p>Children will start the unit by thinking about why they take a bath or shower. They will consider which parts of their bodies need to be washed more often and why and come up with some simple rules for 'good bathing'. They will then explore how to look after their skin in more detail and think about why it is such an amazing part of their body!</p> <p>Children then explore dental hygiene. They learn about the different types of teeth that they have and how to clean them properly. They explore why it is important to visit the dentist regularly and how what they eat can affect their teeth.</p> <p>Finally, children look at medicines and other household goods that they should stay away from and identify safety messages on the packaging that tell them this. They discuss what they should do if they think they need medicine and why it can be a bad thing to take medicine when you do not need it.</p>

		<p>that are not. I can design a healthy packed lunch.</p> <p>I can explain what I should do if I think I need medicine.</p>	
<p>P.E.</p> <p><u>Real Gym: Health and Fitness</u></p> <p>Learn and develop balance and travel on the floor and apparatus in different ways</p>	<p>Gym:</p> <p>balance</p> <p>apparatus</p> <p>movement</p> <p>shapes</p> <p>control</p> <p>body tension</p> <p>support</p> <p>skip</p> <p>cat-leap</p> <p>gallop</p> <p>side-step</p> <p>crab-walk</p>	<p>Gym Key Skills:</p> <p>I can develop and apply balance on the floor and apparatus.</p> <p>I can move and land safely when travelling between floor and apparatus.</p> <p>I use equipment appropriately.</p> <p>I am aware of why exercise is good for my health.</p> <p>I can support my peers and work successfully as part of a team.</p>	<p>Real Gym</p> <p>Lesson 1: I can develop my control when balancing in a variety of body positions on the floor. I can mirror a partner a move with control from one position to another.</p> <p>Lessons 2 and 3: I can develop my control when balancing on low and high apparatus using a variety of body positions. I can support my partner and understand how to stay safe on the apparatus.</p> <p>Lesson 4: I can travel across the floor with a variety of steps, changing speed when instructed. I can move safely and be mindful of others in the space. I can work in a team to design a movement pathway using a variety of shapes and steps.</p> <p>Lesson 5: I can travel on apparatus with a variety of steps, showing how to stay safe when moving from ground to apparatus. I can control and spin a hula hoop using my body.</p>
<p>DRUMBA</p> 	<p>lunge 🏀</p> <p>balance 🏀</p> <p>flexibility 🏀</p>	<p>Key Skills:</p> <p>👉 PHYSICAL: Create a range of motions with the correct technique</p>	<p>LESSON 1 BALANCE AND FLEXIBILITY. NEW RUDIMENTS AND DRUMMING SKILLS</p>

Emotion in Motion

stretch
mood
health
mental
health
positivity
beats 🥁
bars 🥁
counting 🥁
pulse / crotchets /
quavers / Semi
quavers 🥁
time/ timing
sequence 🥁 🥁
combination 🥁 🥁
perform 🥁
form 🥁
squat 🥁
lunge 🥁
perform 🥁 🥁
rudimental Drill 🥁
paradiddle

👉 SOCIAL : Show respect to others and participate with an upbeat positive attitude

👉 COGNITIVE: Memorise short sequences, recall new rudimental drill 🥁

👉 PERSONAL: Feel the effects of exercise and how that can help us express ourselves creatively and emotionally

Pupils will learn how to perform with increasing accuracy, including how to play Paradiddle Rudiment.

Pupils will learn musical notation / terminology and why physical activity can make us feel happy.

Pupils will learn how to create repeatable sequences and the benefits of performing to others.

Pupils will learn how physical activity and music can affect our feelings and emotions and how to play with power and speed.

Pupils will increase their knowledge of drumming skills and movements through the use of correct terminology and how to perform moves such as a lunge or squat etc with the correct technique combined with a Paradiddle.

Pupils will learn about key benefits from taking part in Drumba and how skills learnt in Drumba might help them elsewhere. They will also perform a 20-minute routine.

LESSON 2 WELLBEING AND RESPECT - BEATS, BARS AND TIME

LESSON 3 CREATING SHORT SEQUENCES - RUDIMENTS - REPETITION AND RETRIEVAL

LESSON 4 RESPONDING TO RHYTHMS AND EXPRESSING OURSELVES MUSICALLY AND PHYSICALLY (BUILDING CONFIDENCE)

LESSON 5 ADVANCING DRUMMING SKILLS (RUDIMENTAL DRILLS) AND PHYSICAL TECHNIQUE

LESSON 6 NON-STOP SUSTAINED PARTICIPATION / PHYSICAL ACTIVITY

Computing

Handling Data



data
survey
chart
pictogram
pie chart
tally
bar chart
block chart
line graph
compare
cut and paste
title
labels
scale
save

Key Skills:

I can edit a table so that it has correct data and labels.

I can include sufficient information on a chart so that other people can understand it.

I can interpret data / information accurately from charts.

I can select the best form of chart to represent particular sets of data and explain why it is the best.

Key Knowledge:

I can describe what data is and how it can be collected.

I can recognise and name at least three different types of charts to present data: tally chart, pictogram, pie chart, bar chart and line graph.


I can use simple software to present data in a pictogram, pie chart and bar chart.

This term children will be introduced to data through simple surveys and discuss how visual charts that can be produced on the computer, are helpful in showing this information.

They will complete surveys of favourite animals and sports with their classmates and record responses using a tally chart before learning how to input this data onto simple software ('Junior Infant Tools') to create pictograms, pie charts and bar charts. They will also use data about the weight of a lion to create a line graph.

Children will discuss why different charts are best for different sets of data and learn that line graphs work best for data that changes over time.

Children will complete some cross-curricular work by creating graphs or charts to compare climates (temperatures and weather) in Bath and Addis Ababa, linking to their Geography work.

		<p>I can add labels and a title to my chart so that other people can understand my data.</p>	
<p style="text-align: center;">ART</p>  <p style="text-align: center; color: red;">AFRICAN ART</p>	<p>design: to create plans and drawings of how something is made.</p> <p>jewellery: a personal ornament that is worn.</p> <p>pattern: a repeated decorated design.</p> <p>Enkareva: a necklace traditionally worn by the African tribe the Maasai Mara.</p> <p>blend: a colour combined with another colour.</p> <p>shadow/silhouette: a dark shape that is made when the</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Evaluate their ideas and their work. 	<p>Design and make a Enkareva, a traditional African necklace worn by the Maasai Mara tribe. LI: To use what we have learnt about traditional African design to create a necklace. Lesson 1: Using a paper plate to help us with the shape and to use paint to create pattern on the necklace.</p> <p>Savannah Sunset pictures. LI: To use a range of colour, line and shape paint techniques to create a landscape of an African sunset. Lesson 1: Look at the African Savannah. Focus on the sky colours and explore blending with paint. Look at several different blending combinations and record in books. Lesson 2: Focus on silhouettes. Use markers to explore drawing shapes of African animals. Make choices about what they will use on top of their sunset blends from last week. Complete picture.</p> <p>African clay pot. LI: To create a clay pot in the style of the African pots we have looked at using the same colours and traditional techniques.</p>

light is being blocked.
landscape: a large area that can be viewed at one time from one place.
pottery: pots and dishes made from clay.
traditional: something that has happened repeatedly over time.

Make coil pots using air dry clay.

African mask

LI: To create a mask in the style of a traditional African mask using traditional mark making techniques.

Create a mask using card and traditional African mark making techniques.

Music
Musical Spotlight: African Music: Call and Response



beat
rhythmic pattern
call and response
dynamics (loud / soft)
timbre
djembe
echo
repeat
tempo (fast / slow)
layers
graphic score

Key Skills:

I can listen and repeat short melodic phrases in African call and response songs.

I can sing in unison with a group and use my voice expressively, showing different dynamics.

I can copy longer rhythmic patterns (ostinatos) and keep these going when other children add other layers of sound.

LI: I can echo simple melodies in the form of 'call and response'.

Lesson 1:

Understand how to sit / stand best for effective singing and why it is important to warm up our voices.

Learn two call and response songs from Africa: 'O Zim' and 'Che che Kule' and be able to join in the responses in time and confidently.

Add actions to our performance of Che Che Kule.

Lesson 2

ostinato
unison
parts

I can work in a small group to create our own African call and response piece combining a simple melody and rhythm against a steady beat.

Key Knowledge:

I can explain simple African music traditions.

I can describe different sounds that a drum can make and recognise these as 'timbre'.

I can follow a simple graphic score.

LI: Play untuned instruments rhythmically and add an accompaniment to 'Che Che Kule'.

Learn a new 'call and response' song: 'O Alele'.

Recap the song 'Che Che Kule' and learn how to add a simple rhythmic accompaniment to the song, using a graphic score.

Combine singing and rhythmic layers, with simple dynamics (loud / soft).

Lesson 3

LI: Play untuned instruments musically and recognise different timbres in African drumming.

Listen to African drumming performance and move to the music. What does it make you feel?

Learn the origins of African drumming and explore how to make different sounds on drums.

Combine the different sounds to create your own drum beat.

Lesson 4

L.I. I can create a rhythmic pattern to accompany a known song.

Recap on 'O Alele' and sing the call and response with some children being the leader and others the response.

Use drum techniques from last week to create a rhythmic pattern to go with the song and perform it.

Lesson 5

L.I. Experiment with, create, select and combine sounds to create our own call and response song.

Recap on what children have learnt about 'Call and Response' songs and sing all 3 songs together.

Provide words for a new call and response song and practice saying them rhythmically together.

Children work in groups to create their own melody / rhythm for their song and sing it together.

Lesson 6

LI: I can reflect on my performance and work as a group to improve it.

Work on adding rhythmic patterns to their new call and response songs and agreeing on dynamics.

Perform their songs to each other and reflect on what went well / what could be improved, using musical language.