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| **SUBJECT** | **Year 2 2017 - 2018** | | | | | | | |
| **Autumn** | | | **Spring** | | **Summer** | | |
| **TOPIC** | **Famous Faces** | | **Street Detectives** | **Amazing animals** | | **Beachcombers** | | **Healthy Me!** |
| **Scientific Understanding** | **Materials**  Can they distinguish between an object and the material from which it is made?  Can they identify and name a range of everyday materials? (wood, plastic, metal, water, rock)  Can they describe the simple physical properties of a variety of everyday materials?  Can they compare and classify a variety of materials based on their simple physical properties?  Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)  Can they identify and compare the uses of a range of everyday materials? (wood, metal, plastic, glass, brick/rock, paper/cardboard)  Can they explain how things move on different surfaces? | | | **Animals including humans**  **Habitats**  **Living and non-living**  **Food chains**  Can they match certain living things to the habitats they are found in?  Can they explain the differences between living and non-living things?  Can they describe some of the life processes common to plants and animals, including humans?  Can they decide whether something is living, dead or non-living?  Can they describe how a habitat provides for the basic needs of things living there?  Can they describe a range of different habitats?  Can they describe how plants and animals are suited to their habitat?  Can they describe what animals need to survive?  Can they explain that animals grow and reproduce?  Can they explain why animals have offspring?  Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)  Can they explain the basic needs of animals, including humans?  Can they sort living things into groups and say why they sorted them in that way?  Can they compare how plants grow in different conditions by making measurements?  Can they identify and compare a variety of plants and animals found in different habitats and microhabitats?  Can they collect weather data about a local habitat and use it to explain the plants and animals they will find there?  Can they explain how animals get their food and draw a simple food chain?  Can they describe why exercise and a balanced diet are important for humans? | | **Plants**  Can they describe what plants need to survive?  Can they describe how seeds and bulbs grow into plants?  Can they describe what a plant needs to grow and stay healthy?  Can they explain that plants grow and reproduce? | | **Healthy eating**  **Sound**  Can they describe different ways of making sound?  Can they explain why a sound is louder the closer they are to the source?  Can they explain what makes a sound louder and softer and higher and lower?  Can they explain how the loudness and pitch of sounds can be altered?  Can they describe why exercise and a balanced diet are important for humans? |
| **Art and Design**  **DT** | **Using different pencils, oil pastels, and chalks to create portraits of famous people.**  **Study of famous artist**  Can they say how other artists have used colour, pattern and shape?  Can they create a piece of work in response to another artist’s work?  Can they use three different grades of pencil in their drawing (4B, 8B, HB)?  Can they use charcoal, pencil and pastels?  Can they create different tones using light and dark?  Can they show patterns and texture in their drawings?  Can they use a viewfinder to focus on a specific part of an artefact before drawing it?  **LINK ICT**  Can they create a picture independently?  Can they use simple IT mark-making tools, e.g. brush and pen tools?  Can they edit their own work?  Can they take different photographs of themselves displaying different moods?  Can they change their photographic images on a computer? | **Christmas arts and crafts**  Can they create individual and group collages?  Can they use different kinds of materials on their collage and explain why they have chosen them?  Can they use repeated patterns in their collage? | | **Art in the environment/ animal art**  **Printing an animal design**  Can they create a print using pressing, rolling, rubbing and stamping?  **Colour mixing**  Can they mix paint to create all the secondary colours?  Can they mix and match colours, predict outcomes?  Can they mix their own brown?  Can they make tints by adding white?  Can they make tones by adding black? | **Moving pictures**  **Mechanisms**  Can they join materials together as part of a moving product?  Can they add some kind of design to their product?  **Making wooden structures for an animal**  **Construction**  Can they make sensible choices as to which material to use for their constructions?  Can they develop their own ideas from initial starting points?  Can they incorporate some type of movement into models?  Can they consider how to improve their construction?  **Use of materials**  Can they measure materials to use in a model or structure?  Can they join material in different ways?  Can they use joining, folding or rolling to make it stronger? | **Creating a seaside scene using art materials**  **Design and make a Punch and Judy puppet**  Can they join fabric using glue?  Can they sew fabrics together?  Can they create part of a class patchwork?  Can they create individual and group collages?  Can they use different kinds of materials on their collage and explain why they have chosen them?  Can they use repeated patterns in their collage? | | **Study of Andy Warhol’s Pop Art**  **Food- making healthy food**  **Cooking and nutrition**  Can they describe the properties of the ingredients they are using?  Can they explain what it means to be hygienic?  Are they hygienic in the kitchen?  **Drawing skills**  Can they say how other artists have used colour, pattern and shape?  Can they create a piece of work in response to another artist’s work?  Can they use three different grades of pencil in their drawing (4B, 8B, HB)?  Can they use charcoal, pencil and pastels?  Can they create different tones using light and dark?  Can they show patterns and texture in their drawings?  Can they use a viewfinder to focus on a specific part of an artefact before drawing it? |
| **ICT** | **Taking photos**  Can they use a digital camera or camera app?  Can they take digital photographs?  Can they review and reject or rate the images they take?  Can they edit and enhance their photographs? | **Exploring how computer games work**  Can they describe what happens in computer games?  Can they use logical reasoning to make predictions of what a program will do?  Can they test predictions?  Can they think critically about computer games and their use? | | **Programming on screen**  Can they predict the outcomes of a set of instructions?  Can they use right angle turns?  Can they use the repeat commands?  Can they test and amend a set of instructions?  Can they write a simple program and test it?  Can they predict what the outcome of a simple program will be? | **Researching a topic**  Can they find information on a website?  Can they click links in a website?  Can they print a web page to use as a resource?  Can they experiment with text, pictures and animation to make a simple slide show?  Can they use the shape tools to draw? | **Collecting clues**  Do they understand that email can be used to communicate?  Can they open, compose and send emails?  Can they gain skills in opening and listening to audio files on the computer?  Can they use appropriate language in emails? | | **Collecting data**  Can they sort and classify a group of items by answering questions?  Can they collect data using tick charts or tally charts?  Can they use simple charting software to produce pictograms and other basic charts?  Can they take, edit and enhance photographs? |
| **Humanities** | **History**  **The lives of significant others- famous inventors, authors etc**  **Sequencing events in chronological order- famous inventions**  Can they use words and phrases like: *before I was born, when I was younger*?  Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning?  Can they use the words past and present correctly?  Can they use a range of appropriate words and phrases to describe the past?  Can they sequence a set of events in chronological order and give reasons for their order?  Can they research the life of a famous Briton from the past using different resources to help them?  Can they research about a famous event that happens in Britain and why it has been happening for some time?  Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?  Can they explain why Britain has a special history by naming some famous events and some famous people? | **Geography**  **Locality study- map making and aerial/ bird’s eye images**  **Naming UK countries and capital cities**  **History**  **Learning about the history of the village**  **Comparing the woods past and present**  **Bonfire Night/ Poppy Day (Remembrance Day)**  Can they explain how their local area was different in the past?  Can they give examples of things that are different in their life from that of their grandparents when they were young?  Can they explain what is meant by a parliament?  Can they use words and phrases like: *before I was born, when I was younger*?  Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning?  Can they use the words past and present correctly?  Can they find out something about the past by talking to an older person?  Can they answer questions by using a specific source, such as an information book?  Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?  Can they label a diagram or photograph using some geographical words?  Can they find out about a locality by using different sources of evidence?  Can they find out about a locality by asking some good questions to someone else?  Can they describe some physical features of own locality?  Can they explain what makes a locality special?  Can they describe some human features of own locality, such as the jobs people do?  Can they explain how the jobs people do may be different in different parts of the world?  Do they think that people ever spoil the area? How?  Do they think that people try to make the area better? How?  Can they explain what facilities a town or village might need?  Can they find the longest and shortest route using a map? | | **Geography- comparing hot and cold places**  **Comparing habitats around the world**  **Naming world features such as continents, oceans and seas.**  **Studying countries around the world**  Can they describe some places which are not near the school?  Can they describe a place outside Europe using geographical words?  Can they describe some of the features associated with an island?  Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?  Can they name the continents of the world and find them in an atlas?  Can they name the world’s oceans and find them in an atlas?  Can they name the main cities of England, Wales, Scotland and Ireland?  Can you find where they live on a map of the UK?  Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? | | **History- Victorian seaside**  **Geography- comparison of different seaside towns in the UK and the world**  Can they use words and phrases like: *before I was born, when I was younger*?  Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning?  Can they use the words past and present correctly?  Can they use a range of appropriate words and phrases to describe the past?  Can they sequence a set of events in chronological order and give reasons for their order?  Can they give examples of things that are different in their life from that of their grandparents when they were young?  Can they say what they like and don’t like about their locality and another locality like the seaside?  Can they describe some human features of own locality, such as the jobs people do?  Can they make inferences by looking at a weather chart?  Can they make plausible predictions about what the weather may be like in different parts of the world? | | **History- The lives of significant others- Florence Nightingale, compare to modern nurses.**  **Learn about the history of the Olympics**  Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? |
| **Music\*** | **Unit:** Hands, Feet, Heart  **Style:** South African styles  **Topic and cross curricular links:** South African music and Freedom Songs. Nelson Mandela as a famous and inﬂuential person in our lifetimes. Historical context of musical styles. | **Unit:** Ho Ho Ho  **Style:** Christmas, Big Band, Motown, Elvis, Freedom Songs  **Topic and cross curricular links:** Christmas. Literacy - Christmas vocabulary. Historical context of musical styles. | | **Unit:** I Wanna Play In A Band  **Style:** Rock  **Topic and cross curricular links:** Teamwork, working together. The Beatles. Historical context of musical styles. | **Unit:** Zootime  **Style:** Reggae  **Topic and cross curricular links:** Animals, poetry and the historical context of musical styles. | | **Unit:** Friendship Song | **Unit:** Reﬂect, Rewind and Replay  **Style:** Western Classical Music and your choice from Year 2  **Topic and cross curricular links:** Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |  | Tempo and dynamics |
| **PE** | **1 - Swimming/ Parachute & Team Games \*\***  **2 - Gymnastics Points of Contact** | **1 - Games Fundamentals 1**  **2 - Dance  Welly Boots** | | **1 - Dance**  **Rainbow Fish**  **2 - Games**  **Fundamentals 2** | **1 - Gym**  **Ball, Wall & Tall**  **2 – Games**  **Ball skills\*\*** | **1 - Athletics**  **2 – Swimming /**  **Athletics** | | 1. **Swimming** 2. **Games -**   **Striking &**  **fielding**  **Scatterball** |
| **RE** | **Creation 1.2**  Who made the world? | **Gospel 1.4**  What good news did Jesus bring? | | | **Salvation 1.5**  Why does Easter matter to Christians?  Digging deeper activities | **Sikhism**  Self and community | | |
| **SEAL / PSHCE** | **Myself and My Relationships 6**  **Family and Friends (GOFO)** | **Citizenship 5**  **Rights, Rules and Responsibilities (NB)** | | **Economic Wellbeing 1**  **Financial Capability** | **Healthy and Safer Lifestyles 9**  **Personal Safety** | **Healthy and Safer Lifestyles 7**  **Healthy Lifestyles**  **Healthy and Safer Lifestyles 8**  **Drug Education** | | **Healthy and Safer Lifestyles 10**  **Sex and Relationships Education (2)**  **Myself and My Relationships 8**  **Managing Change (R, C)** |