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| **SUBJECT** | **Year 2 2018 - 1019** | | | | | | |
| **Autumn** | | **Spring** | | **Summer** | | |
| **TOPIC** | **Me and my favourite toys** | | **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** | **Fabricate**  Can they create their own loom from paper?  Can they weave materials into a loom, alternating between over and under?  Can they consider their choices of colours and materials when making and decorating a product?  Can they suggest why artists and craftsmakers might have decorated their artworks or products?  Can they design several options for a product before selecting the best and explaining their choice?  Can they use wax to transfer a design to fabric?  Can they use a paintbrush to apply dye to their wax-resist coaster to change the colour of the fabric?  Can they explain the process of batik in simple terms?  Can they suggest products that are made using batik fabric?  **Fabric Bunting**  Can they say what they like and dislike about the design of existing products?  Can they use a graphics program to repeat and fill images to create an appealing design?  Can they demonstrate accuracy when cutting around a fabric shape?  Can they create a seam using running stich?  Can they choose appropriate fabric to add decoration? | | **Let’s sculpt**  Can they describe the work of a range of sculptors?  Can they notice the difference between abstract and figurative sculptures?  Can they design and make their own sculpture with a range of unusual materials?  Can they talk about the shapes they are using?  Can they express the preferences for certain materials?  **Paint**  **Moving picture**  Can they evaluate how well a product works?  Can they draw a simple design and add annotations?  Can they make a picture which aims to have 2 moving mechanisms?  Can they use design criteria to help guide the making and evaluation process? | | **LS Lowry**  Can they compare 2 paintings?  Can they say something about Lowry colours?  Can they say something about Lowry’s industrial landscape paintings?  Can they guess what matchstick figures are doing in a Lowry painting?  Can they draw matchstick figures that show an action?  Can they use scissors safely and effectively?  Can they assemble a collage?  **Landscapes and cityscapes**  Can they use colour, texture, pattern and line, to create landscapes and cityscapes in a range of materials?  Can they describe the work of at least 2 artists, identifying one similarity and one difference between their work?  **Sensational salads**  Can they explain that the food they eat can be split into different food groups and know that they should eat a balance of foods, including fish, to have a healthy and varied diet?  Can they use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy?  Can they follow a simple recipe?  Can they work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes?  Can they understand that fruit and vegetables are grown in different places and that fish is caught in seas, rivers and lakes? | | |
| **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 – toys through the ages**  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 magical mapping**  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? | | **History – dazzling dinosaurs**  Can they explain how living things have changed over time?  Can they explain how fossils provide information about the past?  Can they sequence a set of events in chronological order and give reasons for their order?  Can they discuss connections and trends over time?  **Geography- sensational safari**  Can they explain where Kenya is located in the world and find Kenya on a world map or globe?  Can they draw a map of Kenya and locate the capital city, some main cities and oceans.  Can they understand what some aspects of Kenya life is link?  Can they identify features of a national park and begin to explain the difference to a game reserve?  Can they describe some differences and similarities between Kenya and the UK?  Can they begin to understand the importance of tourism to Kenya?  Can they draw a map of Kenya?  Can they consider the key features of map drawing?  Can they identity animals IN Kenya and explain the concept of ‘endangered species?’  Can they confidently use compass directions to move around a map?  Can they use an atlas/globe to locate accurately places and landmarks in Kenya? | | **History- history of seaside holidays**  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?  **History- nurses from the past**  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 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?  **Geography- comparing hot and cold places**  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? | | |
| **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)** |