|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Year 2** | | | | |
|  | **Autumn** | | **Spring** | **Summer** | |
| **Science** | **Everyday Materials**  *National curriculum objectives*   * *Identify different materials* * *Name everyday materials* * *Properties of materials*   Know how materials can be changed by squashing, bending, twisting and stretching  **Changes in Materials**  *National curriculum objectives*   * *Compare the use of different materials* * *Compare movement on different surfaces*   Know why a material might or might not be used for a specific job  ***Working scientifically***   * ***ask questions*** * ***classify or group things according to a given criteria use microscopes to find out more about small creatures and plants*** * ***know how to set up a fair test*** * ***draw conclusions from fair tests and explain what has been found out*** * ***use measures to find out more about their investigations*** * ***use equipment such as thermometers*** | | **Plants**  *National curriculum objectives*  *Plant and seed growth*  *Plant reproduction*  *Keeping plants healthy*  Know and explain how seeds and bulbs grow into plants  Know what plants need in order to grow and stay healthy (water, light and suitable temperature)  **Animals including Humans**  *National curriculum objectives*  *Animal reproduction*  *Healthy living*  *Basic needs*  Know the basic stages in a life cycle for animals (including humans)  Know why exercise, a balanced diet and good hygiene are important for humans  ***Working scientifically***   * ***ask questions*** * ***classify or group things according to a given criteria use microscopes to find out more about small creatures and plants*** * ***know how to set up a fair test*** * ***draw conclusions from fair tests and explain what has been found out*** * ***use measures to find out more about their investigations*** * ***use equipment such as thermometers*** | **All living things and their habitats**  *National curriculum objectives*  *Alive or dead*  *Habitats*  *Adaptations*  *Food chains*   * Classify things by living, dead or never lived * Know how a specific habitat provides for the basic needs of things living there (plants and animals) * Match living things to their habitat * Name some different sources of food for animals * Know about and explain a simple food chain   ***Working scientifically***   * ***ask questions*** * ***classify or group things according to a given criteria use microscopes to find out more about small creatures and plants*** * ***know how to set up a fair test*** * ***draw conclusions from fair tests and explain what has been found out*** * ***use measures to find out more about their investigations*** * ***use equipment such as thermometers*** | |
| **Computing** | **Programming on screen**  Understand what algorithms are, how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  **Exploring how computer games work**  How to create and debug simple programs | | **Taking, selecting and editing digital images**  Recognise how to use technology purposefully to create, organise, store, manipulate and retrieve digital content  To use technology safely and respectfully, keep information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies  INTERNET SAFETY WEEK  **Researching a topic**  Recognise how to use technology purposefully to create, organise, store, manipulate and retrieve digital content | **Communicating clues**   * Recognise common uses of IT beyond school * Know how technology is used in school and outside of school   **Recording bug hunt data**  To use logical reasoning to predict the behaviour of simple programs | |
| **Geog** | **Places in England**  *National curriculum objectives*  *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*   * Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas | | **The Polar Regions – including Antarctica study**  *National curriculum objectives*  *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country*   * name and locate the world’s 7 continents and 5 oceans * know the main differences between a place in England and that of a place in a non-European country | **Our Local Area**  *National curriculum objectives*  *name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas*  *use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage*   * identify physical features: mountain, lake, island, valley, river, cliff, forest and beach (Katie Morag topic) * Explain some of the advantages and disadvantages of living in a city or village | |
| **Hist** | **The Great Fire of London**  *National curriculum objectives*  *Events beyond living memory that are significant nationally or globally*   * Know about an event/events that happened long ago | | **Significant and brave individuals – Neil Armstrong**  *National curriculum objectives*  *- the lives of significant individuals in the past who have contributed to national and international achievements*  *- changes within living memory*   * Know about a famous person from outside the UK and explain why they are famous | **The Seaside Long Ago**  *National curriculum objectives*  *Significant historical events, people and places in their own locality*   * Know how the local area is different to the way it used to be a long time ago * Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys etc.) | |
| **D.T** | | **Food Technology**  *National curriculum objectives*  ***Design***  *design purposeful, functional, appealing products for themselves and other users based on design criteria*  *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*  ***Make***  *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics*  ***Evaluate***  *explore and evaluate a range of existing products*  *evaluate their ideas and products against design criteria Technical knowledge*  *build structures, exploring how they can be made stronger, stiffer and more stable*  *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products*   * weigh ingredients to use in a recipe * describe the ingredients when making a dish or cake   (Parmesan cheese scones – The Great Fire of London) | **Sculpture**  *National curriculum objectives*  ***Design***  *design purposeful, functional, appealing products for themselves and other users based on design criteria*  *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*  ***Make***  *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics*  ***Evaluate***  *explore and evaluate a range of existing products*  *evaluate their ideas and products against design criteria Technical knowledge*  *build structures, exploring how they can be made stronger, stiffer and more stable*  *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products* | | *National curriculum objectives*  ***Design***  *design purposeful, functional, appealing products for themselves and other users based on design criteria*  *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*  ***Make***  *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics*  ***Evaluate***  *explore and evaluate a range of existing products*  *evaluate their ideas and products against design criteria Technical knowledge*  *build structures, exploring how they can be made stronger, stiffer and more stable*  *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products* |
| **Art** | | **Drawing**  *National curriculum objectives*  *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*  *Study a range of artists, craft makers and designers*   * choose and use different grades of pencil when drawing * know how to use charcoal, pencil and pastel to create art (Autumnal leaf pictures) * know how to use a viewfinder to focus on specific part of an artefact before drawing it | **Using Materials**  *National curriculum objectives*  *to use a range of materials creatively to design and make products*  *Study a range of artists, craft makers and designers*   * know how to create a printed piece of art by pressing, rolling, rubbing and stamping * know how to make a clay sculpture (Anthony Gormley) * know how to use different effects within an IT paint package (Kandinsky) | | **Use colour, pattern, texture, line, form and space**  *National curriculum objectives*  *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*   * Know how to mix paint to create all the secondary colours * Know how to create brown with paint * Know how to create tints with paint by adding white and black |
| **P.E** | | **Gymnastics**  *National curriculum objectives*  *developing balance, agility and co-ordination and begin to apply these in a range of activities*   * Plan and perform a sequence of movements * Improve a sequence based on feedback * Think of more than one way to create a sequence which follows some ‘rules’ | **Basic movements and Team Games**  *National curriculum objectives*  *master basic movements including running, jumping, throwing and catching and participate in team games, developing simple tactics for attacking and defending*   * Use hitting, kicking and/or rolling in a game * Decide the best space to be in during a game * Use a tactic in a game * Follow rules | | **Dance**  *National curriculum objectives*  *Perform dances using simple movement patterns*   * Change rhythm, speed, level and direction in dance * Make a sequence by linking sections together * Use dance to show a mood or feeling |

|  |  |  |  |
| --- | --- | --- | --- |
| **R.E** | **Who is a Muslim and what do they believe?**  *Agreed Syllabus*  A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.  B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.  C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.   * Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1) * Re-tell a story about the life of Muhammad (A2)] * Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1) * Find out about and respond with ideas to examples of cooperation between people who are different (C2). | **What can we learn from sacred books?**  *Agreed Syllabus*  **How and why do we celebrate special and sacred times?**  *Agreed Syllabus*  A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.  B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.  C2. Find out about and respond with ideas to examples of co-operation between people who are different.   * Recognise that sacred texts contain stories which are spevial to many people ad should be treated with respect (B3) * Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2) * Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1) * Talk about issues of good and bad, right and wrong (C3) * Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1) * Re-tell stories connected with religious festivals and say why these are important to believers (A2) * Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1) * Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1) | **How should we care for others in the world and why does it matter?**  *Agreed Syllabus*  A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.  B3. Notice and respond sensitively to some similarities between different religions and worldviews.  C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.   * Re-tell Bible stories and stories from another faith about caring for others and the world (A2) * Identify ways that some people make a response to God by caring for others and the world (B1) * Talk about issues of good and ba, right and wrong arising from these stories (C3) * Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more (C2) * Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1) |
| **Music** | *National curriculum objectives*   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music | | |