

Year two: Term 1: India

Concepts											
Global Learning	<u>SCSM</u>	The UK - To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas To use world maps, atlases and globes to identify the United Kingdom and its countries. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		Celebrations <ul style="list-style-type: none"> • Harvest • Diwali • Christmas 							
Knowledge	Science Y2 <i>living things and their habitats:</i> <ul style="list-style-type: none"> • To 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. <i>Animals, including humans:</i> <ul style="list-style-type: none"> • To notice that animals, including humans, have offspring which grow into adults. • To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	History/Geography Geography: Locational knowledge. <ul style="list-style-type: none"> • To name and locate the world's 7 continents and 5 oceans. Place knowledge <ul style="list-style-type: none"> • To 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 Human and physical geography. <ul style="list-style-type: none"> • 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 		Art <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing and painting to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Children can: <ul style="list-style-type: none"> • Name primary and secondary colours. • Name the colours they use. 							
Skills	Working Scientifically: Throughout the year pupils should be taught to use the following practical scientific methods, processes and skills through the programme of study content. These objectives can be taught through use of Sam the Scientist but should also be evident during other science lessons: <table border="1" data-bbox="235 941 840 1173"> <tr> <td>To ask simple questions and recognise that they can be answered in different ways.</td> <td>To observe closely, using simple equipment</td> <td>To perform simple tests – recognising when a test is fair and planning a fair test.</td> </tr> <tr> <td>To identify and classify – classifying according to a given criteria (simple and more complex), developing own criteria.</td> <td>To use their observations and ideas to suggest answers to questions</td> <td>To gather and record data to help in answering questions</td> </tr> </table>	To ask simple questions and recognise that they can be answered in different ways.	To observe closely, using simple equipment	To perform simple tests – recognising when a test is fair and planning a fair test.	To identify and classify – classifying according to a given criteria (simple and more complex), developing own criteria.	To use their observations and ideas to suggest answers to questions	To gather and record data to help in answering questions	Geographical skills and fieldwork: <ul style="list-style-type: none"> • To use world maps, atlases and globes to identify the continents and oceans studied at this key stage. • To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. To use a compass. • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 		Drawing – Children can: <ul style="list-style-type: none"> • Draw with increasing pencil control. • Draw with increasing proficiency using a variety of media (pencil, pencil crayons, wax crayon, charcoal, felt pens, pastels, chalk, biro). • Explore the use of light and dark tones in a drawing. • Solidly fill in the outline of a shape. • Draw simple images from observation and imagination. • Create textures in their drawing (<i>smudge with fingers, use the flat side of the pencil, use stippling, use hashed lines</i>). 	Painting - Children can: <ul style="list-style-type: none"> • Make shades by adding black and tints by adding white (to a colour). • Use a suitable brush to produce marks appropriate to the work e.g. small brush for small marks, large brush for large marks. • Apply paint with increasing control. • Begin to apply colour to convey a mood. • Continue to work on different scales.
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Vocabulary	Living, alive, dead, habitats, micro-habitat, survive, food chain, prey, predator, baby, adult, hygiene.	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		Drawing Portrait, Self-portrait, Line drawing, Detail, Landscape, Thick, thin, Dark/light, Bold, Space, Shape(s), Regular shape, Irregular shape, Straight / curved	Painting Colour words, Primary colours, Secondary colours, Darker, Lighter, Brushstrokes – dab, stipple, long strokes, short strokes.						

<p>Computing</p> <p>Online Safety:</p> <ul style="list-style-type: none"> To use technology safely and respectfully <p>With a focus on:</p> <ul style="list-style-type: none"> Self Image & Identity Online Relationships Privacy & Security 	<p>DT</p> <p>Design</p> <ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria
<p>Music</p> <p>Hands, feet, heart</p> <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>R</p> <p>Activity focus:</p> <ul style="list-style-type: none"> To find and march in time with a pulse. To copy and clap back rhythms To make up your own rhythm To play instruments using up to three notes. To compose a simple melody. 	<p>PE</p> <p>Outdoor games</p> <ul style="list-style-type: none"> master basic movements including running and jumping as well as developing balance, agility and co-ordination.
<p>PSHE – Relationships Mixed 1/2</p> <p>Session 1 – Families</p> <ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children’s lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. <p>Session 2 – Asking for help</p> <ul style="list-style-type: none"> about the importance of telling someone — and how to tell them — if they are worried about something in their family how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <p>Session 3 – Friendships</p> <ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends how friends can have both similarities and differences <p>Session 4 – Arguments between friends</p> <ul style="list-style-type: none"> about the things they have in common with their friends, classmates, and other people about what causes arguments between friends how to positively resolve arguments between friends strategies for positive play with friends, e.g. joining in, including others, etc., <p>Session 5 – Hurt feelings/behaviour</p> <ul style="list-style-type: none"> about situations when someone’s body or feelings might be hurt and whom to go to for help how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online <p>Session 6 – Bullying</p> <ul style="list-style-type: none"> about what bullying is and different types of bullying how someone may feel if they are being bullied <p>Session 7 – Secrets</p> <ul style="list-style-type: none"> about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use <p>Session 8 – Privacy and Touch</p> <ul style="list-style-type: none"> about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission, 	<p>PSHE - Relationships Pure Y2</p> <p>Session 1</p> <ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends <p>Session 2</p> <ul style="list-style-type: none"> strategies for positive play with friends, e.g. joining in, including others, etc. <p>Session 3</p> <ul style="list-style-type: none"> about what causes arguments between friends how to positively resolve arguments between friends <p>Session 4</p> <ul style="list-style-type: none"> how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <p>Session 5</p> <ul style="list-style-type: none"> how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online <p>Session 6</p> <ul style="list-style-type: none"> about what bullying is and different types of bullying how someone may feel if they are being bullied <p>Session 7</p> <ul style="list-style-type: none"> about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use <p>Session 8</p> <ul style="list-style-type: none"> about the things they have in common with their friends, classmates, and other people how friends can have both similarities and differences <p>Session 9</p> <ul style="list-style-type: none"> how to play and work cooperatively in different groups and situations <p>Session 10</p> <ul style="list-style-type: none"> how to share their ideas and listen to others, take part in discussions, and give reasons for their views

Session 9 – Kindness & Respect

- what kind and unkind behaviour mean in and out school
- how kind and unkind behaviour can make people feel
- about what respect means

Session 10 – Teamwork

- about class rules, being polite to others, sharing and taking turns
- how to play and work cooperatively in different groups and situations
- how to share their ideas and listen to others, take part in discussions, and give reasons for their views

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Who is a Christian and what do they believe?