

## Year 2: Term One: Hot and Cold Countries – Frozen Planet – Could you survive a week in Antarctica?

Concepts						
Global Learning	<b>SCSM - Me &amp; My World</b>				<b>Celebrations -</b> Easter Ramadan  <b>The UK - Patron Saints</b> March 1 <sup>st</sup> - St David March 17 <sup>th</sup> - St Patrick	
	Social  To use a range of social skills to work alongside and together with a range of different children.  <b>To develop whole school / year group / class activities.</b> PSHE - Living in the Wider World	Cultural  To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities  <b>Stories from around the world.</b>	Spiritual  To consider their own beliefs and learn and about and respect those of the world around them  <b>RE - What does it mean to belong to a faith community?</b>	Moral  To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues  <b>Environmental Issues &amp; Recycling</b>		
Knowledge	<b>Science</b> <i>Uses of everyday materials:</i>		<b>DT</b>		<b>Art</b>	
	<ul style="list-style-type: none"> <li>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>		<b>Technical Knowledge</b> <ul style="list-style-type: none"> <li>Explore and use mechanisms (wheels and axles) in their products.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.(E.g. Design and make a coach/cart).</li> </ul> Design 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  Make 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.  Evaluate To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria			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"> <li>Name primary and secondary colours.</li> <li>Name the colours they use.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>To ask simple questions, suggest ways in which they may be answered and recognise that questions can be answered in different ways, this may include research using secondary sources.</li> <li>To observe closely, using simple equipment and measurements.</li> <li>Where appropriate, to observe changes over time.</li> <li>To perform simple comparative tests.</li> <li>With support, begin to recognise when a test is fair.</li> <li>To identify and classify objects materials and living things and, where appropriate, decide how to group or sort them.</li> <li>To use observations and ideas to suggest answers to questions.</li> <li>Begin to notice simple patterns and relationships.</li> <li>To gather and record data to help in answering questions.</li> <li>To apply statistical representations explored through the maths curriculum - e.g., simple pictograms, tally charts, block diagrams and tables.</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Question, find out, observe, describe, test, compare, fair, group, classify, pattern, relationship.</li> <li>Measure, length, height, mass/weight, time, temperature</li> </ul>		<b>DT Skills</b> <ul style="list-style-type: none"> <li>Understand how to attach wheels to a chassis by using an axle e.g. cotton reels and dowel.</li> <li>Use construction techniques/materials to make a simple vehicle.</li> </ul> Design <ul style="list-style-type: none"> <li>Use knowledge of existing products to support plans for a similar product.</li> <li>Follow simple design criteria when designing their product.</li> <li>Explain what the product is and what its purpose is.</li> <li>Talk about who would use the product and how it would be suitable for them.</li> <li>Use talking and drawing to develop ideas.</li> <li>Begin to try out and develop ideas in card and paper or using other construction toys.</li> <li>Create a design plan with drawing, labelling and/or captions.</li> <li>Talk about the tools and materials needed to make the product and explain choices.</li> <li>Explain what they are making and why it fits the purpose.</li> </ul>		<b>Drawing</b> <ul style="list-style-type: none"> <li>Draw with increasing pencil control.</li> <li>Draw with increasing proficiency using a variety of media (pencil, pencil crayons, wax crayon, charcoal, felt pens, pastels, chalk, biro).</li> <li>Explore the use of light and dark tones in a drawing.</li> <li>Solidly fill in the outline of a shape.</li> <li>Draw simple images from observation and imagination.</li> <li>Create textures in their drawing (<i>smudge with fingers, use the flat side of the pencil, use stippling, use hashed lines</i>)</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>Make shades by adding black and tints by adding white (to a colour).</li> <li>Use a suitable brush to produce marks appropriate to the work e.g. small brush for small marks, large brush for large marks.</li> <li>Apply paint with increasing control.</li> <li>Begin to apply colour to convey a mood.</li> <li>Continue to work on different scales.</li> </ul>

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	<ul style="list-style-type: none"> <li>Record, results, table, tally chart, pictogram, block diagram</li> </ul>	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>Make suggestions as to what order they need to do things in.</li> <li>Choose suitable materials and begin to explain choices depending on the characteristics.</li> <li>Choose appropriate tools and use them safely.</li> <li>Join materials/components together in different ways.</li> <li>Use a wider range of tools, e.g. a hole punch, a stapler, a ruler to measure.</li> <li>Use finishing techniques competently to improve the appearance of their product.</li> </ul> <p><b>Evaluate</b></p> <p>THIS SHOULD BE DONE BEFORE THE DESIGN STAGE:</p> <ul style="list-style-type: none"> <li>Investigate existing products:</li> <li>Explore, talk about and describe the key features of existing products.</li> <li>Evaluate how good existing products are in terms of function and aesthetic appeal (express personal opinions).</li> </ul> <p>AFTER THE PRODUCT IS MADE:</p> <ul style="list-style-type: none"> <li>Make simple judgements about their own product:</li> <li>Does it meet the criteria in terms of function and aesthetic appeal?</li> <li>Talk and write about how to make their products better. What they would do differently if they were to do it again and why?</li> </ul>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Wood, plastic, glass, metal, water, rock, brick, paper, card, rubber, fabric, cotton, wool</li> <li>Words to describe why certain materials are suitable for particular uses e.g., soft, hard, rough, smooth, stretchy, stiff, shiny, dull, flexible, waterproof, absorbent, opaque, transparent, translucent</li> <li>Squash, bend, twist, stretch</li> </ul>		<p><b>Drawing</b></p> <p>Portrait, Self-portrait, Line drawing, Detail, Landscape, Thick, thin, Dark/light, Bold, Space, Shape(s), Regular shape, Irregular shape, Straight / curved</p>	<p><b>Painting</b></p> <p>Colour words, Primary colours, Secondary colours, Darker, Lighter, Brushstrokes – dab, stipple, long strokes, short strokes.</p>

<p><b>Computing</b></p> <p><u>Digital Photography</u> To know what devices can be used to take photographs To use a digital device to take a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that images can be changed</p>		<p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>To use technology safely and respectfully</li> </ul> <p>With a focus on:</p> <p>Online Reputation</p> <p>Online Bullying</p> <p>Managing Information Online</p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>significant historical events, people and places in their own locality. (Eyam)</li> </ul> <p>Vocabulary Before I was born, When I was younger, Before, After, Past, Present, Then, Now, Artefact, Source</p>
<p><b>Music</b> <b>Term 2 – Zootime</b> Theme: Reggae and Animals Activity focus:</p> <ul style="list-style-type: none"> <li>Be an animal whilst finding the pulse</li> <li>Copy and rhythm of your name</li> <li>Clap the rhythm of your favourite animal</li> <li>Make up your own rhythms</li> <li>Pitch, pulse and rhythm when we sing and play an instrument</li> <li>Playing an instrument using up to 2 notes</li> <li>Improvise using the notes C and D</li> <li>Compose a simple melody</li> </ul>		<p><b>PE</b> <b>Real PE Gymnastics</b> - Develop Shape, Balance, Flight, Travel and Rotation. <b>Real Dance</b> - Demonstrate creativity of movement.</p> <p>- Work independently and with partners to create sequences. - Progress in basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Perform dances using simple movement patterns.</p> <p>Increase physical and mental health through exercise 30 minutes per day - <b>Physical Activity</b> <b>Outdoor games / Go Noodle / Adventurous Activity etc. / master basic movements including running and jumping, as well as developing balance, agility and co-ordination. / Increase physical and mental health through exercise.</b></p>	

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<p>• Class performance of Zootime.</p> <p><b>RE</b></p> <p><b>What does it mean to belong to a faith community?</b> Talk about what is special and of value about belonging to a group that is important to them (B2). Respond to examples of co-operation between different people (C2) Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</p> <p><b>Who is a Muslim and what do they believe?</b> Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Make links between what the Holy Qur'an says and how Muslims behave (A2). Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</p> <p><b>How &amp; Why do we celebrate special and sacred times? (Easter / Ramadan)</b> Identify a special time they celebrate and explain simply what celebration means (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). Identify some ways Christians celebrate /Easter and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter and a festival in another religion 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). Suggest meanings for some symbols and actions used in religious celebrations, including Easter and/or Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3).</p>	<p><b>PSHE – Living in the Wider World</b></p> <p><b>Belonging to a community</b></p> <p><b>Belonging to a group; roles and responsibilities; being the same and different in the community</b></p> <ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> </ul> <p><b>Media Literacy and Digital Resilience</b></p> <p><b>The internet in everyday life; online content and information</b></p> <ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul> <p><b>Money and Work</b></p> <p><b>What money is; needs and wants; looking after money</b></p> <ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>
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