

Year 2  
2019-20

### History Explorers

\*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  
\*Significant historical events, people and places in their own locality.

Additionally, significant events that arise and compare with historical events eg Royal weddings.

RE How do we respond to the things that really matter?

Christianity God

Christianity Jesus

Christianity The Church

Islam

Hindu dharma

Sikh Dharma

### Geography

#### Locational knowledge

- \* name and locate the world's seven continents and five oceans
- \*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Place knowledge

- \* 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

- \* identify 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
- \*use basic geographical vocabulary to refer to:
  - \* 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

#### Geographical skills and fieldwork

- \* 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
- \* 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
- \* 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
- \* 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.

### Science

#### Living things and their habitats

- \*explore and compare the differences between things that are living, dead, and things that have never been alive.
- \* identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- \* identify and name a variety of plants and animals in their habitats, including microhabitats
- \* 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.

#### Plants

- \*observe and describe how seeds and bulbs grow into mature plants.
- \* find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

#### Animals including humans

- \*notice that animals, including humans, have offspring which grow into adults.
- \* find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- \*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Uses of everyday materials

- \*identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- \*find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**Nature journals: Observing and recording a variety of living things in their habitats.**

#### Working scientifically skills

## Computing

- \* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- \* create and debug simple programs
- \* use logical reasoning to predict the behaviour of simple programs
- \* use technology purposefully to create, organise, store, manipulate and retrieve digital content
- \* recognise common uses of information technology beyond school
  
- \* use technology safely and respectfully, keeping personal 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.

## Design Technology

### 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 (wheels and axles) in their products.

### Food & Nutrition

- \* use the basic principles of a healthy and varied diet
- \* Understand where food comes from.

## Art & Design

- \* to use a range of materials creatively to design and make products
- \* to use drawing, painting and sculpture 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
- \* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## PSHE

Core Skills    Sex & Relationships  
Economic Well- being and Financial capability  
Emotional Health and Well- being  
Keeping Safe        Being Risk taker  
Drug Alcohol and Tobacco Awareness  
Healthy Lifestyle    Taking Part  
Its O.K to tell        Being Different  
Anti-bullying

## MUSIC

Hands, feet, heart    Ho, Ho, Ho    I wanna play in a band    Zootime  
Friendship song    Reflect, Rewind and Replay

- \* 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.

## PE

Invasion games, Dance, Gymnastics, Net/wall, Athletics

Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination

Participate in team games  
Perform dances using simple movement