

Year 2

Topic Title History/Geography/Science	London <i>Your mission is to explore the history of London and its response to disaster.</i> History focus <i>Parents to be invited to an art gallery where they will have the option to purchase their child's original framed piece.</i>		AMAZING AFRICA <i>Your mission is to discover what hides inside the amazing continent of Africa and how this is different to the continent which we live in.</i> Geography focus <i>Parents to be invited to a music performance following the Chango session.</i>		GLORIOUS GARDENS <i>Your mission is to create a class garden within our school grounds, showing the importance and value of plants for all living things on our planet.</i> Science focus <i>Parents to be invited to a garden picnic to celebrate and share their new garden.</i>	
RE Teaching of all areas should be focused on Christianity and Islam.	How is new life welcomed?	How can we make good choice? Gifts given to Jesus.	How and why do people pray?	What does the Easter story tell us about Jesus? The story of Easter	How can we look after the planet?	What did Jesus teach and how did he live?
Science	Materials		Animals including humans Animals – Habitats		Plants	
Reading spine	The tunnel		The owl who was afraid of the dark		George's Marvellous Medicine	
PE	Multi skills Throwing and catching	Start to move - locomotion	Start to move – object control	Dance - Topic Start to move - stability	Bat and ball (cricket) Football	Sports day practice Racket and ball skills (tennis planning)
Geography	Can I devise basic map symbols?		Can I use directional language to describe the location of features on a map? (North, South, East, West, left and right) Can I understand geographical similarities and differences between a small area of the United Kingdom (local) and a small area in a non-European country? <i>- Nairobi/Leeds comparison</i>			

		I can name the 7 continents and 5 oceans and locate them using maps, atlases and globes.	
	<ul style="list-style-type: none"> Can I use key physical vocabulary including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather? 		
History	<p>Can I ask and answer questions about the past?</p> <p>I can use a range of sources to find out about the past.</p> <p>I can suggest different reasons for why people did things, why events happened and what happened as a result (The Great Fire of London)</p> <p>I can discuss the life of people of national and local significance.-<i>Samuel Pepys and his diaries, Christopher Wren</i></p> <p>I can identify some similarities and differences between ways of life in different periods.</p>		
	<ul style="list-style-type: none"> I can fit people and events studied into a chronological time frame. 		
Art	<p>Artists/Designers Studied: We will explore architectural sketches and designs created by Christopher Wren, Lazlo Piano and Norman Foster and Ken Shuttleworth.</p> <p>I can investigate tone by drawing light/dark lines, patterns and shapes.</p> <p>I can investigate pattern and texture by describing, naming, rubbing and copying.</p>	<p>Artist study: Henry Morre or Barbara Hepworth – sculptures</p> <p>I can explore sculpture with a range of malleable media (create sculptures inspired by the work seen)</p>	<p>Artist study: Andy Goldsworthy (sculpture) or Van Gogh (different techniques)</p> <p>I can experiment with tools and techniques in painting (e.g. layering and mixing)</p> <p>I can create textured paint by adding material (e.g. sand or plaster)</p>

	I can understand the meaning of space in art pieces.					
	<ul style="list-style-type: none"> I can evaluate art works and begin to comment on the use of colour, texture, line and shape. I can identify the work of the range of artists I have been introduced to this year and begin to comment on colour, texture, line and shape. 					
DT	I can explore and use mechanism in my products (e.g. levers, sliders, wheels and axles.) I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.		I can design a product that is appealing to others. I can prepare dishes that are healthy and contribute to a varied diet. Grow vegetables in the garden and use these to cook some healthy dishes – maybe for the garden picnic.			
	<ul style="list-style-type: none"> I can communicate my ideas clearly, making reference to why and how my design will be used (purpose and function.) I can select from and use a range of materials and components according to their characteristics. I can say what my likes and dislikes are about existing products. I can suggest how my products could be improved. 					
Music	I can understand how to sing to my best ability and perform to others. (Christmas production)		I can use non-tuned instruments to create and perform musical pieces. (African drumming)		I can follow musical pieces using a tuned instrument, such as a glockenspiel.	
	<ul style="list-style-type: none"> I can keep a rhythm (long and short sounds over a steady beat) I understand that pitch is high and low sounds within a piece of music. I can listen to and talk confidently about music. 					
Computing	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. - https://www.stem.org.uk/resources/community/collection/359119/ks1-information-technology			Create and debug simple programs (linked to maths position and direction – Beebots. Create a set of algorithms for ch to follow which are incorrect for them to fix)		
PSHCE	<u>FAMILY LIFE</u> The characteristics of healthy family	<u>FRIENDSHIPS & RELATIONSHIPS</u>	<u>HEALTHY LIFESTYLES</u>	<u>KEEPING YOURSELF SAFE</u>	<u>ONLINE SAFETY</u> How to consider the effect of their online	<u>ONLINE IDENTITY AND RELATIONSHIPS</u>

	<p>life: commitment to each other including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives.</p>	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manner.</p>	<p>The risks associated with an inactive lifestyle (including obesity).</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity, tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contacts.</p>	<p>actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p>	<p>That the same principle apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p>
<ul style="list-style-type: none"> • Talk about British Values • Cooperate with others 						