

Year 2

Spring 1 and 2

Subject	Skill	Context	Vocabulary
<p>To be a scientist</p>	<p>Understand that animals inc humans have offspring that grow into adults Find out and describe the basic needs of an animal for survival Identify and name a variety of plants and animals in their habitats. Describe how animals get their food from plants and other animals (simple food chain) Identify and name different sources of food Identify that most living things live in a habitat that they are suited to Describe how different habitats provide for the basic needs of animals and plants and how they depend on each other Make observations and comparisons using simple equipment, following simple instructions Use first-hand experience and with help simple information sources to answer questions Use comparative adjectives to explain patterns</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Make observations and comparisons using simple equipment, following simple instructions Use first-hand experience and with help simple information sources to answer questions Use comparative adjectives to explain patterns Record findings in simple ways including tables and graphs</p>	<p>Matching adults to offspring Creating different food chains Creating suitable meals for different animals Making homes for different animals out of a variety of materials – linked to Christian the Hugging Lion and Meerkat Mail</p> <p>Building a house for an animal to live in – what would be the strongest/warmest/ driest?</p>	<p>Habitat Dead Alive Food chain Predator Prey Source Warmth Offspring Hygiene States Shapes Suitability Light, air, water</p>
<p>To be a geographer</p>	<p>Use maps, atlases and globes to identify the UK and selected other countries Can they find out about a locality by using different sources of evidence? e.g. photographs, films, maps, books, the internet. Recall the 5 oceans and 7 continents Can they label a diagram or photograph using some geographical words? Can they find out about a locality by using different sources of</p>	<p>Using Jigsaws and puzzles to locate countries and oceans Linking to writing (Christian Hugging Lion and Meerkat Mail) set in Africa to compare countries and make connections in learning.</p>	<p>Map Atlas Location Globe North South East West</p>

	evidence? e.g. photographs, films, maps, books, the internet.		Continent Ocean Countries
To be an historian	The lives of significant individuals Can they identify some ways that people have impacted upon our lives?	Link to Geography - Christopher Columbus - locating countries and oceans.	Significant Important Impact Change Progress influence
To be an artist	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 Creating light and dark colours by tinting Can they create shades of a colour? Explore pattern through printing and stamping Can they create a repeat print? Can they create an impression in a surface and use this to print? Can they find printing opportunities in everyday objects? Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques Can they use charcoal and pastels to create different drawing styles? Explore shading with a pencil Can they use different shading techniques to create different tones?	Underwater ocean pictures - linked to writing - Dougal's Deep Sea Diary and geography naming continents and oceans. Ink shadow fish pictures Lion masks linked to Christian the Hugging Lion text Savannah chalk blending	Shade Texture Pattern Light Dark Blend Tone Repeat Technique Impression Influence
To be a designer	Select materials and components from a wide range to meet design criteria thinking about the characteristics of the chosen materials. Can they choose the most appropriate tools and materials and explain their choices? Explore and evaluate existing products Can they generate ideas through comparing existing products? Evaluate their product and appearance against the design criteria Can they describe their design by using pictures, diagrams and words?	Create and make an animal bed - linked to writing focus - Christian the Hugging Lion/Meerkat Mail/Three Little Pigs	Idea Concept Material Suitability Characteristic Criteria
To be a computing designer	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children are able to edit more complex digital data such as music compositions. Children are confident when creating, naming, saving and retrieving content.		

	<p>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 technology.</p> <p>Children know the implications of inappropriate online searches</p> <p>Children know ways of reporting inappropriate behaviours and content to a trusted adult.</p> <p>Children can effectively retrieve relevant, purposeful digital content using a search engine.</p>		
To be a musician	<p>Can they understand the importance of a warm up?</p> <p>Can they follow the melody using their voice or an instrument?</p> <p>Can they sing songs as an ensemble following the tune (melody) well?</p> <p>Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?</p> <p>Can they play simple rhythmic patterns on an instrument?</p> <p>Can they sing/clap a pulse increasing or decreasing in tempo?</p>		<p>Rhythm</p> <p>Pattern</p> <p>Repeating</p> <p>Timing</p> <p>Ensemble</p> <p>Loudness</p> <p>Choir</p> <p>tempo</p>
To be a sportsman	<p>yoga</p> <p>Show good awareness of space and the actions of others during games</p> <p>Begin to watch others and focus on specific actions to improve own skills</p> <p>Begin to watch others and focus on specific actions to improve own skills</p> <p>Invasion</p> <p>Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching)</p> <p>Show good awareness of space and the actions of others</p> <p>Describe some basic rules</p> <p>Begin to watch others and focus on specific actions to improve own skills</p> <p>Work and compete individually and with others</p> <p>Develop competence</p> <p>Develop confidence</p> <p>Know playing games is good for them and describe what it feels like</p>		
		Service	

To be a theologist	Evaluate their product and appearance against the design criteria Why do Christians celebrate communion?	Love	
		Hope	
		Aspiration	
		Friendship	
		Trust	
To be a reflector			
Educational Enhancements			
Power of Reading text <i>To be a writer</i> <i>(including grammar)</i>	Christian The Hugging Lion Meerkat Mail Dougal's Deep Sea Diary The True Story of the Three Little Pigs		
Collins Maths <i>To be a mathematician</i>			
Big Cat Collins Reading <i>To be a reader</i>	Africa's Big Three Living Dinosaurs Chicken Licken Pacific Island Scrapbook Hector and the Cello		