2016-2017

Year group: 2

| Term: | AUTUMN | | SPRING | | SUMMER | |
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| Topic Umbrella and Title | **Let's Investigate** <br> Our world | **Time Travellers** <br> Time Travellers | **Unique Universe** <br> From A to B | **Small Surprises** <br> Super humans/Live and let live | **Before you were born** <br> People of the past | **Wonderful World** <br> What's it made of? |
| **Science Coverage** | **Living things and their habitats** <br> Explore and compare the differences between things that are living, dead, and things that have never been alive. <br> 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. <br> Identify and name a variety of plants and animals in their habitats, including micro-habitats. <br> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and | | | **Plants** - Observe and describe how seeds and bulbs grow into mature plants. <br> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <br> **Living things and their habitats** <br> Explore and compare the differences between things that are living, dead, and things that have never been alive. <br> Identify that most living things live in | | **Use 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 <br> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <br><br> Location – where certain materials are made. |

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| | identify and name different sources of food. **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. | | | 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 micro-habitats. 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. | | |

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| **Working scientifically** | With increasing confidence: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. | | | With increasing confidence: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. | |
| **Questionning and enquiring planning** | Ask questions **about the world around us.** Recognise that they can be answered in different ways through different types of enquiry including - observing changes over time, noticing | | Ask questions **about the world around us.** Recognise that they can be answered in different ways | | |

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| | patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources). | | through different types of enquiry including - observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources). | | |
| **Observing and measuring pattern seeking** | **Observe** closely, using simple equipment. Use **observations and ideas** to suggest answers to questions. To observe changes over time and, with guidance, begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. Use simple measurements and equipment with increasing independence (eg hand lenses and egg timers) Begin to progress from non-standard units, | | **Observe** closely, using simple equipment. Use **observations and ideas** to suggest answers to questions. To observe changes over time and, with guidance, begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. Use simple | | |

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| | reading mm, cm, m, ml, l, °C | | measurements and equipment with increasing independence (eg hand lenses and egg timers)<br>Begin to progress from non-standard units,<br>reading mm, cm, m, ml, l, °C | | |
| **Investigating** | Perform simple tests.<br>To discuss my ideas about how to find things out.<br>To say what happened in my investigation.<br><br>Use simple measurements and equipment – hand lenses, egg timers. | | Perform simple tests.<br>To discuss my ideas about how to find things out.<br>To say what happened in my investigation.<br><br>Use simple measurements and equipment – hand lenses, egg timers. | | |
| **Recording and reporting findings** | Gather and record data to help in answering questions.<br>Record simple data.<br> Record and communicate their findings in a range of ways.<br>Notice patterns and | | Gather and record data to help in answering questions.<br>Record simple data.<br> Record and communicate their | | |

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| | relationships.<br> Can show my results in a table that my teacher has provided. | | findings in a range of ways.<br>Notice patterns and relationships.<br> Can show my results in a table that my teacher has provided. | | | |
| **Identfifying grouping and classfiying** | Identify and classify.<br>Observe and identify, compare and describe.<br> Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. | | Identify and classify.<br> Observe and identify, compare and describe.<br> Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. | | | |
| **Research** | Use simple secondary sources to find answers.<br> Can find information to help me from books and computers with help. | | Use simple secondary sources to find answers.<br> Can find information to help me from books and computers with help. | | | |

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| **Conclusions** | Talk about what they have found out and how they found it out.<br> To say what happened in my investigation. To say whether I was surprised at the results or not.<br>To say what I would change about my investigation. | | Talk about what they have found out and how they found it out.<br> To say what happened in my investigation. To say whether I was surprised at the results or not.<br>To say what I would change about my investigation. | | |
| **Vocabulary** | Use simple scientific language and some science words.<br> Use comparative language bigger, faster etc | | Use simple scientific language and some science words.<br> Use comparative language<br>bigger, faster etc | | |
| **Understanding** | | | Can talk about how science helps us in our daily lives eg. torches and lights help us see when it is dark.<br> Am beginning to understand science can sometimes be dangerous. | | |

| Geography Location | | | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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. Name and locate the world's seven continents and five oceans. |
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| Place | | | 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. | | | 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 | | | Identify seasonal/daily weather patterns in the UK and the location of hot and | | | |

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| | | | cold areas of the world in relation to the equator and the North and South poles.<br><br>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop). | | |
| **Geographical skills and fieldwork** | | | Use world maps, atlases and globes to identify the United Kingdom and its countries.<br><br>Use simple compass directions (North, East, South and | | Use world maps, atlases and globes to identify the United Kingdom and its countries.<br><br>Use simple compass directions (North, East, South and |

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| | | | West), 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 fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. | | West), 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. |
| **History- include coverage** | | British Inventions – Fort Nelson. | | Florence Nightingale

The Great Fire of London | |

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| **Knowledge/ understanding of British History** | | | Changes within living memory - used, where appropriate, to reveal changes in national life<br><br>*See also wider world history*<br><br>***Local history***<br>Significant historical events, people and places in their own locality | | | Changes within living memory - used, where appropriate, to reveal changes in national life<br><br>*See also wider world history*<br><br>***Local history***<br>Significant historical events, people and places in their own locality | |
| **Knowledge/ understanding of Wider World History** | | | Events from beyond living memory that are significant nationally or globally<br><br>Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life | | | Events from beyond living memory that are significant nationally or globally<br><br>Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life | |

| The ability to... | | Be aware of the past, using common words & phrases relating to time Fit people/events into chronological framework Identify similarities / differences between periods Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented | | | Be aware of the past, using common words & phrases relating to time Fit people/events into chronological framework Identify similarities / differences between periods Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented | |
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| **Computing** | **2.6 Collecting data about bugs** Use technology purposefully to create, organise, store, manipulate and retrieve digital | **2.2 Exploring how computer games work** Understand what algorithms are; how | **2.1 Programming on screen** Understand what algorithms are; how | **2.3 Taking better photos** Use technology purposefully to | **2.4 Researching a topic** Use technology purposefully to | **2.5 Collecting Clues** Use technology purposefully to create, organise, |

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| content.<br><br>Recognise common uses of information technology beyond school.<br><br>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.<br><br>**Child Friendly**<br>Sort and classify a group of items by answering questions.<br><br>Collect data using tick charts or tally charts.<br><br>Use simple charting software to produce pictograms and other basic charts.<br><br>Take, edit and enhance photos.<br><br>Record information on a digital map. | they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.<br><br>Use logical reasoning to predict the behaviour of simple programs.<br><br>Recognise common uses of technology beyond school.<br><br>Use technology safely and respectfully, keeping personal information private.<br><br>**Child Friendly**<br>Describe carefully what happens in computer games.<br><br>Use logical reasoning to make predictions of what a program will do.<br><br>Test these predictions.<br><br>Think critically about computer games and their use. | they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.<br><br>Create and debug simple programs.<br><br>Use logical reasoning to predict the behaviour of simple programs.<br><br>**Child Friendly**<br>Have a clear understanding of algorithms as sequence of instructions.<br><br>Convert simple algorithms to programs<br><br>Predict what a simple program will do.<br><br>Spot and fix (debug) errors in their programs. | create, organise, store, manipulate and retrieve digital content.<br><br>Recognise common uses of technology beyond school.<br><br>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.<br><br>**Child Friendly**<br>Consider the technical and artistic merits of photographs<br><br>Use a digital camera or camera app.<br><br>Take digital photographs<br><br>Review and reject or rate the images they take<br><br>Edit and enhance | create, organise, store, manipulate and retrieve digital content.<br><br>Recognise common uses of technology beyond school.<br><br>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.<br><br>**Child Friendly**<br>Develop collaborations skills through working as part of a group<br><br>Develop research skills through searching for information on the internet.<br><br>Improve note-taking skills through the use of mind mapping. | store, manipulate and retrieve digital content.<br><br>Recognise common uses of technology beyond school.<br><br>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.<br><br>**Child Friendly**<br>Understand that email can be used to communicate<br><br>Develop skills in opening, composing and sending emails.<br><br>Gain skills in opening and listening to audio files on the computer.<br><br>Use appropriate language in emails |

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| | | Be aware of how to use games safely and in balance with other activities. | | their photographs.<br><br>Select their best images to include in a shared portfolio. | Develop presentation skills through creating and delivering a short multimedia presentation. | Develop skills in editing and formatting text in emails.<br><br>Be aware of online safety issues when suing emails. |
| **eSafety** | The pupils again learn that when sharing photographs and geo-location information online they need to consider the importance of keeping personal information private; they achieve this by not including names or photographs of people. The pupils are taught to respect the rules for using digital equipment when out of the classroom, to ensure the equipment is kept safe and that they are not so focused on using it that they become unaware of risks around them. | There are concerns about the violent nature of some games. Choosing games wisely, including observing PEGI age restrictions and playing in moderation are aspects of the safe and respectful use of technology that pupils learn about in this unit. The pupils may upload their projects to the Scratch website if they have registers for accounts using a parent's email address. Comments on the Scratch website are not moderated before they appear. Although the pupils can report any which are inappropriate. This provides an opportunity to learn about where to go for help and support when | The pupils must let their teacher know if they encounter inappropriate material when they search the web. If the pupils use third party images in their projects they should use images with a public domain or Creative Commons License. The pupils may upload their projects to the Scratch website, if they have a registered parents account. They learn to observe MIT's terms and conditions. | The children learn that once images are posted online, it's impossible to control what happens to them. Facial recognition software and geotagging mean that those posting images might inadvertently fail to keep some personal information private. The Children learn how to minimise these risks and learn what they should do if they have concerns about images they encounter on the web. The children also learn about what is acceptable and unacceptable to photograph, for example, that it is usually not a good ideas to take or share photographs in which children can be | The pupils consider how to stay safe while researching online, and show respect for others' ideas and intellectual property by citing their sources, and using licensed images. Safe search filters are in place for using Google or Bing and school internet access is filtered. | The pupils learn about some of the risks associated with email. They learn that attached files can contain viruses or other harmful programs, that email addresses and embedded links can be 'spoofed' and that spam is a common problem. It is recommended that all emails are sent and received via a single class email address. The password for this account is not shared with their children. If the children do use an individual account they'll need to keep their account details private and share |

| | | they have concerns about content or contact. | | identified, or that might reflect badly on the school. | | their email address only with people they know and trust. |
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| **Art** | Same as year one but with more control and accuracy<br><br>More materials<br><br>Art –<br><br>Painting - Use a variety of tools and techniques including different brush sizes and types<br>Identify primary colours by name/secondary and some tertiary.<br>Qualify tonal value – light to dark.<br>Colour in accurately using paint and pencil.<br>Make drawing using increasing detail, context and the visual elements.<br>Look at the work of a range of artist/ craft makers and designers. Describe the difference s and similarities between different practises and disciplines and make links to their own work. | | | | | |
| | Drawing –Use and experiment with a range of materials; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk  - opportunity to choose and select media.<br>Control the types of marks made with the range of media<br>Be able to name and begin to predict results that different media might achieve.<br>Observe and draw (painting) from observations/experiences and imagination. – share ideas.<br>Name, match and draw lines/marks from observations – consider colour/pattern/texture / line/ shape /form and space.<br>Work to the size of paper – scales and composition. | | | | | |

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| | Make drawing using increasing detail, context and the visual elements<br>Drawing for a purpose.<br>Look at the work of a range of artist / craft makers and designers. Describe the difference s and similarities between different practises and disciplines and make links to their own work. | | | | | |
| | Sculpture<br>Mould malleable materials – dough/clay- to create shapes and can be combined to make objects.<br>Build junk models and prepare for paint/collage.<br>Use a wider range of tools to cut/shape and impress patterns and textures into a range of materials.<br>Fold, pleat and cut paper and thin card of varying thicknesses.<br>Working on a range of scales and sizes.<br>Talk about materials, how they have been worked and the final results.<br>Look at the work of a range of artist/ craft makers and designers. Describe the difference s and similarities between different practises and disciplines and make links to their own work. | | | | | |
| | Other – printing/collage/textiles<br>Investigates textures by naming, rubbing and copying. | | | | | |
| DT<br>December/March<br><br>Design | | Design purposeful, functional, appealing products for themselves and<br>other users based on design criteria.<br><br>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where | | Design purposeful, functional, appealing products for themselves and<br>other users based on design criteria.<br><br>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where | | |

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| | | | appropriate, information and communication technology. | | 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]<br><br>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. | | Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]<br><br>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.<br><br>Evaluate their ideas and products against design criteria. | | Explore and evaluate a range of existing products.<br><br>Evaluate their ideas and products against design criteria. | |
| Technical Knowledge | | Build structures, exploring how they can be made stronger, stiffer and more stable<br><br>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | | Build structures, exploring how they can be made stronger, stiffer and more stable<br><br>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | |
| Cooking and | | Use the basic principles of a healthy and varied | | Use the basic principles of a healthy and varied | |

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| Nutrition | | | diet to prepare dishes.<br><br>Understand where food comes from. | | diet to prepare dishes.<br><br>Understand where food comes from. | |
| PE | Master different movements – running, throwing, catching, as well as agility, balance and co-ordination. Apply these across a range of activities.<br><br>Team games, attacking and defending.<br><br>Perform dances using simple patterns. | | | | | |
| Music | Use voices expressively – chants and rhymes.<br><br>Play tuned and untuned instruments musically.<br><br>Listen to and concentrate with recorded and live music.<br><br>Experiment with and explore a range of inter related dimensions music. | | | | | |
| PSHE | •To recognise how others show their feelings.<br>•To recognise how behaviour affects others.<br>•To recognise what is fair, unfair, kind, unkind, right and wrong mean.<br>•To know how special people should care for each other. | •To understand rules that keep us safe e.g. road and online.<br>•To know how misuse of medicines can be harmful.<br>•To know how to deal with good and not so good feelings. | •To recognise what a healthy life style is.<br>•To know how important is it to maintain personal hygiene.<br>•To understand how to prevent the spread of some diseases. | •To know what physical contact is acceptable.<br>•To identify what hurts peoples bodies and feelings.<br>•To identify peoples similarities and differences. | •To know what skills are needed to contribute in class.<br>•To learn about the responsibility I have for others.<br>•To know what makes a community<br>•To learn about groups | •To learn about where money comes from and what it is used for – (wider world).<br>•To understand how to manage money.<br>•To know what influences money choices. |

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| | •To effectively listen to others.<br>•To know what strategies to use when working in a group.<br>•To offer feedback to help others. | •To understand different strategies how to deal with loss.<br>•To understand the process from growing from young to old.<br>•To understand that growing brings new responsibilities.<br>•To understand the name of body parts. | •To learn from our experiences.<br>•To know how different people can look after and help us.<br>•To know why rules keep us safe.<br>•To recognise we are responsible for keeping safe. | •To celebrate people's differences.<br>•To know different types of teasing and bullying.<br>•To identify strategies how to cope with teasing and bullying. | and community that we belong to.<br>•To know what improves and harms the local environment. | •To learn about what improves and harms built environments.<br>•To learn about what improves and harms natural environments.<br>•To know living things have needs and how to help these.<br>•To learn how group and class rules help us. (Transition.) |