

Year 2 Autumn 1 and 2

Under the Sea

<p>SCIENCE</p> <p>Healthy eating -To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Materials -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 -To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Geography -Identify daily changes in weather -Identify seasonal changes across a year -Recognise weather symbols -Use world maps and globes to identify the UK and begin to locate other countries -Explain some dangers of the weather -Make simple observations about the weather in the UK -Use basic subject specific vocabulary -Ask simple geographical questions</p>	<p>History -Describe how their local area has changed over time -To use historical evidence to compare historical buildings from the past to present</p>
<p>Art and design -To comment on differences in others' work and to suggest ways of improving their own work -To use pencils, pastels and charcoal in my drawings. To show patterns and textures in their drawings by adding dots and lines. They able to show different tones using coloured pencils -To make a variety of lines of different sizes, thickness and shapes</p>	<p>Design Technology -To explore lots of different materials and methods -To show control in the methods and materials they use in their work -To have ideas and make some choices about what they can do</p>	<p>Computing</p> <p>Unit 1: We are programmers -To follow instructions to move around a course -To create a series of instructions to move their peers around a course -To create a sequence of instructions to control a programmable robot to carry out a pre-determined route to include direction, distance and turn (on screen or floor robot)</p> <p>Unit 2: We are programmers -To have a clear understanding of algorithms as sequences of instructions -To convert simple algorithms to programs -To predict what a simple will do</p>

		<ul style="list-style-type: none"> -To navigate the Scratch programming environment -To create a background and sprite for animation -Change background after a specific time -To add inputs to control their sprite -To change position of sprite on screen
<p>French</p>	<p>Religious Education The Bible and Torah</p> <ul style="list-style-type: none"> -Recognise that the Torah is a Holy book for the Jews. -To appreciate the significance of the Torah for Jewish people -To consider how a person’s beliefs can inform the way they live -Identify what is of value in their own lives and explore reasons why -Recognise that Jews have guidance on how to live. -Know how a Torah is made -Describe why the Bible is a special sacred book for Jews and Christians -Explain that the Bible is not just 2 books but 66 -State that the New Testament tells the stories of Jesus life and the early Church and that the Old Testament tells us about the history of the Jewish people from creation -Give examples of how Christians use the bible as a spiritual tool of guidance in their everyday lives. -Say why the bible is an important book for Christians and Jews -Explain why the Bible has been translated in to many different languages 	<p>Music Charanga Musical Scheme of Work Unit One – Listen and appraise music</p> <ul style="list-style-type: none"> -Listen to a variety of music from diqerent styles, traditions and times. Start to recognise / identify very simple style indicators and diqerent instruments used -Begin to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities. -Begin to understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so <p>Unit Two – Babuska</p> <ul style="list-style-type: none"> - Prepare, practise and perform your Christmas production - Musical Activities -Vocal warm-ups - Learn to sing the songs <p>Perform/Share</p>
<p>Physical Education</p>	<p>Forest School</p>	<p>Stunning start: Picnic linked to the lighthouse keepers</p>

-Develop competence to excel in a broad range of physical activities-Are physically active for sustained periods of time
-Lead healthy, active lives
Autumn 1 Dance (indoor) Games unit 1, throwing and catching (outdoors)
Autumn 2 Gym unit H (indoors) Games unit 1,throwing and catching (Outdoor)

-Design and make a suitable boat for Mr Grinling
(Character from Literacy based book)

lunch book.
Marvellous middle: Trip to Sea-life Centre
Fabulous finish: