Year 2 Term 3 and 4

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| **Through The Keyhole** | | |
| **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  **Working scientifically**  -Ask simple questions which can be answered using scientific vocabulary  -Record and gather information to help answer questions, including from secondary resources. | **Geography**  **Seven Continents**  **Place Knowledge**  -Compare a local City/town in England with a contrasting city/town in a different country?  -Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?  **Skills and Fieldwork**  -Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied?  -Use locational and directional language such as: near, far, left, right to describe the location of features on a map?  -Use aerial images and plan perspectives to recognise landmarks and basic physical features?  -Use simple grid references? (A1, B1) | **History**  **Great Fire of London: *How has the Great Fire of London impacted our society today?***  - Significant People in History linked with British Values and changes, impacts they have made (Samuel Pepys)  -To find out some of the ways in which London has changed  -To find out some of the ways in which how we live now is different and similar to how people lived in 1666  -To find out about how the Great Fire started and spread across London  -To understand how we know about the Great Fire of London  **Historical skills:**  **-**Ask and answer questions, choosing and using parts of stories and other sources to show that he / she knows and understands key features of events  -Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented  -Select information from several different types of sources to answer historical questions  -Spot the differences between sources and write a simple conclusion  -Use information to describethe past  -Describe the differences between then and now  -Describe changes beyond living memory and aspects of change in national life |
| **Art and design**  **Focus: Drawing**  **Portal Artwork**  **Drawing skills:**  -Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.  -Understand the basic use of a sketchbook and work out ideas for drawings.  -Draw for a sustained period of time.  -Experiment with the visual elements; line, shape, pattern and colour.  **Painting skills:**  - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.  -Work on a range of scales e.g. large brush on large paper etc.  -Colour mixing, cutting, collage  -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  **Artist Link: Kandinsky** | **Design Technology**  **Focus: Structures** **– Designing & making a Tudor house**  -Exploring materials  -Build structures exploring how they can be made stronger, stiffer and more stable.  -Exploring cutting and joining techniques  -Measure, mark, cut and shape materials  -Choose suitable materials and explain choices  -Evaluating the final piece | **Computing**  **E-safety**  -Know that some websites contain advertisements (often embedded) and learn how to ignore them.  -To know what to do if they find something inappropriate online  -Discuss, understand and abide by the school’s e-Safety SMART Rules  **Programming:**  -ESPRESSO CODING 2.0 – exploring Different sorts of inputs  -Creating media and music  -Using online programmes to make digital music  **Making Music:**  -To say how music can make us feel -To identify that there are patterns in music -To describe how music can be used in different ways -To show how music is made from a series of notes -To create music for a purpose -To review and refine our computer work  **Keyboard Skills:**  -Being able to login  -Opening and saving a document  -Typing into a document |
| **PSHE**  **Healthy me**   * Know what their body needs to stay healthy * Know what relaxed means * Know why healthy snacks are good for their bodies * Know which foods given their bodies energy * Know that it is important to use medicines safely * Know what makes them feel relaxed/stressed * Know how medicines work in their bodies * Know how to make some healthy snacks   **Relationships:**   * Know that there are lots of forms of physical contact within a family * Know how to stay stop if someone is hurting them * Know there are good secrets and worry secrets and why it is important to share worry secrets * Know what trust is * Know that everyone’s family is different * Know that families function well when there is trust, respect, care, love and co-operation * Know some reasons why friends have conflicts * Know that friendships have ups and downs and sometimes change with time * Know how to use the Mending Friendships or Solve it together problem-solving methods   **Dreams and Goals:**   * Know how to choose a realistic goal and think about how to achieve it * Know that it is important to persevere. * Know what good group-working looks like, linking within own class and school rules * Know how to share success with other people | **Religious Education**  **Islam: Prayer at home**  Does praying at regular intervals help a Muslim in his/her everyday life?   * Practises and ways of Life * Values and commitments   **Christianity: Easter Resurrection**  How important to Christians that Jesus came back to life after his crucifixion? | **Music**  **Theme: Great Fire of London**  -Understand how musical instruments create moods and effects  -Identify and recognise repeated patterns and follow a wider range of musical instructions  -To create and choose sounds for a specific effect, keeping a steady pulse  -Confidently represent sounds with a range of symbols, shapes or marks  -Create digital music (Garage Band & Chrome Music Lab)  -Review and edit music |
| **Physical Education**  **Exploring – dance**  Responding to stimuli  Developing our motif with expression and emotion  Extending our motifs  Sequences, relationships and performance  **Linking- gymnastics**  Developing linking  Linking on apparatus  Jump, roll, balance sequences/on apparatus  Creation of sequences  Completion of sequences and performance  **Games for Understanding**  Attacking/defending as a team  Understanding the transition between defence and attack  Create and apply attacking/defensive tactics  **Team Building**  Introducing teamwork  Develop teamwork  Building trust and developing communication  Cooperation and communication  Explore simple strategies  Problem solving consolidate teamwork |  | **Stunning Start:**   * Who lives in a house like this? * What is the mystery behind the door?   **Marvellous Middle:**   * Time travel back to 1666 –The Great Fire of London workshop with the Trunk theatre.   **Fabulous Finish:**   * Great Fire of London re-enactment and dance |