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.  **Forest School** | **Geography**  ***Where do I live in the local Area?***  **Place Knowledge**  -Can I compare a local City/town in England with a contrasting city/town in a different country?  -Can I 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**  -Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied?  -Can I learn and use the four points of a compass to describe the location of features on a map?  -Can I use locational and directional language such as: near, far, left, right to describe the location of features on a map?  -Can I use aerial images and plan perspectives to recognise landmarks and basic physical features?  -Can I devise a simple map, and use and construct basic symbols in a key?  -Can I use simple grid references? (A1, B1)  -Can I use fieldwork to observe, measure and record the human and physical features in the local area?  **Philosophy for Children (P4C)**   * What makes a home? * Homelessness | **History**  **Great Fire of London: *Why was it named the great fire?***  -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  -Use information to **describe** the past  -Describe the differences between then and now  -Describe changes beyond living memory and aspects of change in national life  **Debate:**  Is fire always bad? |
| **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: Douglas Hoekzema (graffiti and street art)** | **Design Technology**  **Focus: Structures** **– designing & making a Tudor house**  -Build structures exploring how they can be made stronger, stiffer and more stable.  -Exploring materials  -Exploring cutting and joining techniques  -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**  **Statutory RSHE Unit of work:**   * To know the meaning of and considered self-esteem * To know how to recognise and celebrate my strengths * To know how to set a goal for myself * To know how a baby grows * To know how I have grown and changed * Simple changes from baby to now, things they can now do * To know how I might change as I grow older * e.g. get taller, drive a car, more responsibilities * To know what bullying is * To know and have considered how bullying can make someone feel * To know what to do if I am bullied or I see someone else being bullied * To know that I am uniquely special * To know that there are lots of different types of families * To know not to feel under pressure to be different to who I am * To know what a secret and what a surprise is * To know I can tell someone if I am asked to keep something a secret that makes me * feel uncomfortable, worried or afraid   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**   * How music makes us feel * Rhythms and patterns * How music makers can be used * Notes and tempo * Creating digital music * Reviewing and editing music. |
| **Physical Education**  -Develop competence to excel in a broad range of physical activities  -Are physically active for sustained periods of time  -Lead healthy, active lives  **Ball Skills:**  -Develop dribbling/passing and receiving  -Combine dribbling, passing and receiving, keeping possession  -Develop dribbling/passing and receiving to score a point  -Combine dribbling, passing and receiving to score a point  **Gymnastics: Pathways**  -Linking movements  -Creating sequences  -Exploring different ways to travel |  | **Stunning Start:**   * Who lives in a house like this? * What is the mystery behind the door?   **Marvellous Middle:**   * Time travel back to 1666 – introduction to The Great Fire with creative and immersive activities.   **Fabulous Finish:**   * Great Fire of London re-enactment |