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| <p>Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and sustainable temperature to grow and stay healthy | S C I E N C E | <p>Animals including humans</p> <ul style="list-style-type: none"> 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, air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.. | |
| <p>Uses of everyday materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | | <p>Working Scientifically</p> <ul style="list-style-type: none"> 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 | |
| <p>Living thing sin their habitat</p> <ul style="list-style-type: none"> 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 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. | | <p>ART</p> <ul style="list-style-type: none"> Engages in more complex activities eg cutting and sewing a variety of materials Compares and recreates form and shape to natural and made environments Has experience of adhesives and decides on the most effective for a given task | <p>Year 2 Curriculum Skills Coverage CYCLE B</p> |
| <p>History</p> | | <p>Geography</p> | |
| <ul style="list-style-type: none"> Sequence artefacts, events and photos closer together in the time from different periods of their life Confidently describe similarities and differences in artefacts Begin to give simple reasons why changes have occurred in the past Give more than one effect of an event and give explanations Ask questions such as why, what, who, how and where about a source and can consider its effectiveness Describe an event using temporal language Connect ideas and give simple phrases as to why an event occurred Begin to write in a different genre eg diaries, postcards, reports and letters | | <ul style="list-style-type: none"> <u>Location Knowledge</u> To name and locate the worlds 7 continents and 5 oceans <u>Knowledge and Interpretation</u> To understand geographical similarities and differences through studying the human and physical geography in a non-European country <u>Human and Physical Geography</u> To identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the equator and North and South poles. To use basic geographical vocabulary to refer to key human and physical features. <u>Geographical Skills and Field work</u> To use simple compass directions To use aerial photographs | |

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| I C T | Computer Science <ul style="list-style-type: none"> To predict the behaviour of a programmed toy – relating each action to part of an algorithm To create a simple program To find and fix bugs in programs To explain that a program is an algorithm | P E P | Games <ul style="list-style-type: none"> Pass a ball accurately to a partner over a variety of distances Perform a range of rolling, throwing, striking, kicking, catching and gathering skills – with control Make simple decision on when and where to run Participate in team games, developing simple tactics for attacking and defending Make simple decisions about where and when to run Choose and use tactics to suit different situations |
| | Digital Literacy <ul style="list-style-type: none"> Reinforce awareness that: People you don't know are strangers and are not always who they say they are Some information is personal and needs to be private To tell an adult if they see anything worrying online To recognise uses of technology outside school To find, edit and save files they are working on. | | Dance & Gymnastics <ul style="list-style-type: none"> Explore, remember and repeat dance actions including gesture, travelling and stillness Compose and perform dance using short phrases Use movement to reflect mood Remember, repeat and link gymnastics and still movements Use simple apparatus safely and with confidence Improve their work using information they have gained by watching and listening |
| DESIGN AND TECHNOLOGY | | | |
| FOREST AND FARM SCHOOL | | Cooking & Nutrition <ul style="list-style-type: none"> Begin to identify where food groups come from (animals or plants) To know that food has to be farmed, grown elsewhere (eg home or caught) That everyone should eat at least five portions of fruits and vegetables every day How to prepare simple dishes safely and hygienically, without the use of a heat source How to use techniques such as cutting, peeling and grating.. <p>See also Science 'Animals including humans' objectives. <u>All Children will – grow fresh produce/ produce a product to sell/ Plan and cater for an event for the outside community.</u></p> | |
| | | Wellbeing <ul style="list-style-type: none"> To encourage curiosity and exploration and use of all senses To empower children in the natural environment To increase co-operation with peers To encourage spatial awareness, motor development and problem solving skills To review and recognise their own personal achievements | |
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