SCIENCE – *Plants (Biology)*

- Observe and describe how seeds and bulbs grow into mature plants – lifecycle of a plant
- Discover and describe what plants need to survive and stay healthy (water, light and a suitable temperature).

SCIENCE – *Uses of Everyday Materials (Biology)*

- Identfy and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Explore how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Scientific Enquiry

- 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.

COMPUTING

Programming - Robot Algorithms

- Create and debut programs and use logical reasoning to make predictions.

Data and Information- Pictograms

- Begin to understand what data means and how this can be collected.

DT – Mechanisms – Are bigger wheels always better?
Understanding Materials – How can you waterproof a hat?

- ***Design*** – The art or process of deciding how something will look or work.
- ***Make*** – Create something by combining materials or putting parts together.
- ***Evaluate*** – Form an opinion of the value or quality of something after careful thought.
- ***Apply***- Use something or make something work in a particular situation.

HISTORY – Significant historical events/people and places in our locality

- Continue to develop an awareness of the past.
- Know where **people/events** studied fit into a chronological framework.
- Use words and phrases relating to the passage of time.
- Identify similarities and differences between periods.

Local History – The History of Chocolate (Cadbury)

GEOGRAPHY – Study human and physical features of a non-European country (Kenya)

- Recognise the worlds 7 continents and 5 oceans on a map and globe.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.
- Human and Physical geography – Use basic geographic vocabulary to refer to key physical features.
- Use primary and secondary sources.
- ***Geographical skills and field work*** – use world maps, atlases and globes to locate other countries. Use 4 figure grid references. Identify 4 points of a compass. Collect data and select a way of presenting it. Use aerial photographs and plan perspectives to recognise basic human and physical features.

SPRING TERM
YEAR 2

ART

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods as ideas develop.
- Explore and experiment with a range of materials.
- Explore a wide range of design and art techniques using colour, pattern, texture, printing, shape and form.
- Know that different forms of creative works are made by crafts people and designers from all cultures and times from different purposes.
- Develop use of a sketchbook through decision making and use of some annotations.

Printmaking – William Morris and Textiles and Collage – Katie Vernon

PE

- Master basic movements including running, jumping throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Participate in team games developing simple tactics for attaching and developing.
- Perform dances performing simple movement patterns.

Yoga/Gymnastics/Orienteering/Striking and fielding games skills

MUSIC

- ***Use of voice expressively and creatively***. Sing with a sense of the shape of a melody. Represent sounds with symbol. Improvise in making sounds with the voice.
- ***Play tuned and untuned instruments.*** Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Respond to starting points that have been given.
- ***Listen with concentration and understanding***. Listen and understand how to improve own composition. Sort composers into different genres and instruments into different types.
- ***Experiment with create, select and combine sounds***. Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect (including use of ICT). Investigate long and short sounds. Explore changes in pitch to communicate an idea.

RE

- **Who is Jewish and how do they live?**
- Recognise key prayers.
- Look at Jewish celebrations. E.g Shabbat, Chanukah.
- ***What does Easter mean to Christians?***
- Concept: Salvation.
- Recognise that Salvation is part of the Big Story of the Bible. That Jesus rescues people.

MENTAL HEALTH AND WELLBEING/PSHE

PSHE – Boys and Girls and Families
Thrive/Yoga/Meditation