SCIENCE – *Everyday Materials (Chemistry)*

- Identify 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.
- Gathering and recording data to help in answering questions.

RE

- ***Who do Christians say made the world?***
- Concept: Creation. Be able to retell the story of Creation from Genesis. Recognise that creation is the beginning of the Big Story of the Bible.
- ***How do we care for the World and why does it matter?*** Concept: Gospel Looking at key beliefs and values in Christianity. Showing how Christians care for one another and the natural world.

HISTORY – Event beyond living memory that are significant nationally or globally

- 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.

Revise and extend learning on the Great Fire of London

COMPUTING

Creating Media - Making Music

- Use a computer as a tool to explore rhythm and melodies before creating a musical composition.

Programming – Programming Quizzes

- Use and modify designs to create their own quiz questions and realise these designs using blocks of code.

GEOGRAPHY

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles.
- Name and locate the worlds 7 continents and 5 oceans on a map and globe.
- Human and Physical geography – Use basic geographic vocabulary to refer to key physical features.
- Explore career opportunities in a variety of locations.
- ***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. Draw basic maps using recognised symbols. Use primary and secondary sources.

SUMMER TERM
YEAR 2

DT – Food and Nutrition

- ***Knowledge –*** Explain that vegetables contain vitamins and minerals that the body needs.
- ***Design-*** Design a food dish using fresh ingriedients as alternatives to processed food.
- ***Make*** – Use the techniques of grating and ribboning safely and with control.
- ***Technical and Practical –*** Use a knife safely and accurately with control.
- ***Evaluate*** – Use appropriate vocabulary to describe flavours and textures and explain preferences.

Structures

- ***Knowledge*** - Explore a range of products considering shape, strength and safety.
- ***Design-*** Design the appearance of a product.
- ***Make*** - Select from and use a wide range of materials according to their properties.
- ***Technical and Practical*** - Experiment with structures to make them stronger/safer from a wide range of materials according to their properties. Use appropriate tools to cut, shape, join and finish.
- ***Evaluate*** - Test out the structure for strength, balance, durability and safety. Make adaptations as necessary.

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 attacking and defending

Invasion game skills/athletics/target games

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.

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.

3D – Danny Eastwood/John Kindness

MENTAL HEALTH AND WELLBEING/PSHE

PSHE – Keeping safe and managing risk/Medicines and Me
Thrive/Yoga/Meditation