SCIENCE - Living things and habitats (Biology)

- Explain and compare the differences between living things and non-living things.
- Research and describe how habitats provide the basic needs of living things there and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats including microhabitats.
- Describe how some animals obtain their food from plants and other animals using the idea of a simple food chain.
- Identify and name different sources of food.

SCIENCE – *Animals, including humans (Biology)*

- Notice that animals including humans have off spring which grow into adults.
- Describe the life cycle of some living things.
- Discover the basic needs of animals, including humans (MRS GREN)

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.

DT – Textiles– How can you repurpose an item of clothing?

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

DT – Food and Nutrition – What does healthy mean?

- ***Knowledge –*** Investigate where some varieties of food comes from. Use senses to test out a variety of foods for taste and texture. Consider healthy options. (eg fruit, sandwich fillings).
- ***Design*** – Design a food dish using a range of ingredients from the investigation of suitability and taste. (eg. fruit salad).
- ***Make*** – Make the dish.
- ***Evaluate*** – Experiment with ways of cutting food for suitability of eating and appearance (eg. fruit).

HISTORY – Events beyond living memory

- 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.

'The Great Fire of London'
'Remembrance Day'

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.

Drawing – Beth Krommes and Painting – Wassily Kandinsky

AUTUMN TERM YEAR 2

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.

Fundamental movement skills/Net and wall game skills/Dance/Gymnastics

MENTAL HEALTH AND WELLBEING/PSHE

PSHE – What makes me healthy? / Friendship
Thrive/Yoga/Meditation

COMPUTING

Computing Systems and Networks - Information Technology around us

- Identify IT and how its responsible use improves our work in school and beyond

Creating Media- Digital Photography

- Recognise different devices used to capture photographs.
- Capture, edit and improve photos.
- Use this knowledge to recognise that images may not be real.

GEOGRAPHY – Human and Physical geography in the local area

- ***Geographical skills and field work*** – use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Understand routes on a map and study aerial photographs and plans.
- Use fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of the surrounding environment.

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 a Muslim and what do they believe?

- Recognise the words of Shahadah. Identify key Muslim beliefs.
- Identify key stories and how these are used in Islam.
- Give example of prayer, respect and self –control as well as celebration.