

Year 2 Unit of Learning – Autumn 1- Whole School Text

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| <h3 style="margin: 0;">Values</h3> <p>Responsibility: Responsibility is being fair; doing my share of the work and taking care of myself and others. Respect: due regard for the feelings, wishes, or rights of others.</p> | | <h3 style="margin: 0;">Central Idea</h3> <p style="text-align: center;">Imagination is a powerful tool for extending our ability to think, create and express ourselves. Heroes and Villains</p> | | <h3 style="margin: 0;">Guiding Questions</h3> <p style="text-align: center;">What is imagination? How do people use their imagination? Who is a good thinker?</p> | |
| <h4 style="text-align: center; margin: 0;">Computing NC Knowledge and Skills</h4> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p> | | <h4 style="text-align: center; margin: 0;">Whole School Text:</h4> <p style="text-align: center;">Traction Man Suggested visit: Royal Naval College - Myths and Masks</p> | | <h4 style="text-align: center; margin: 0;">Religious Education Greenwich Windows on Faith</h4> <p style="text-align: center;">Hinduism 1, Hindu Worship Unit 2 Key Questions What is the importance of families in Hinduism? Why are honesty and truthfulness important in Hinduism? How do Hindus pray at home and in the Temple? Key Concepts The Hindu Home Respect for all people and living things, the importance of caring for others, importance of honesty and truthfulness love and loyalty between member of the extended family value of the relationship between brother and sister and the Festival of Raksha Bandhan, worship at home – the home shrine, Namaste - symbol of respect and greeting The Hindu Mandir worship in a Mandir, the role of the Hindu priest, the role of divine images, Prashad (food offered, blessed and served after prayer)</p> | |
| <h4 style="text-align: center; margin: 0;">PE NC Knowledge and Skills</h4> <p style="text-align: center;">GYM Parts high, parts low, Unit H GAMES Dribbling, hitting, kicking, Unit 3</p> | | <h4 style="text-align: center; margin: 0;">PE Evaluation, Fitness and Health</h4> <p><i>I can recognise and describe what my body feels like during different types of activity</i> <i>I can recognise good quality in performance</i> <i>I can understand the importance of warming up and cooling down</i></p> | | <h4 style="text-align: center; margin: 0;">Writing Genres</h4> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction Narrative – traditional, real life and extended writing (adventure) Poetry – Nonsense, patterns on the page Descriptive/observational poetry Play scripts Comic strips - speech</p> <p style="text-align: center;">Non-Fiction Explanations Information text Instructions Non- chronological reports</p> | |
| <h4 style="text-align: center; margin: 0;">Science NC Skills</h4> <p>Working Scientifically I can ask simple questions and recognise that they can be answered in different ways I can observe closely, using simple equipment I can perform simple tests I can identify and classify I can use my observations and ideas to suggest answers to questions I can gather and record data to help in answering questions <i>I might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</i></p> | | <h4 style="text-align: center; margin: 0;">Science NC Knowledge and skills</h4> <p>Yr 2 Uses of everyday materials I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p style="text-align: center;">-Making and testing materials for masks</p> | | <h4 style="text-align: center; margin: 0;">Geography NC Knowledge and Skills</h4> <p style="text-align: center;">The United Kingdom</p> <p>Locational knowledge I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas – Finn MacCull, longest station, Lake Loch Neague. Human and physical geography I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop Geographical skills and field work I can use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key. I can devise a simple map and use and construct basic symbols in a key. <i>I can use information and my own observations to help me ask and answer questions and express my views about places and environments.</i> <i>I can use globes and maps and plans.</i></p> | |
| <h4 style="text-align: center; margin: 0;">Art NC Knowledge and Skills – Painting and Colour</h4> <p>I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p> <p style="text-align: center;">Key Skills Refer to KS1 Progression in Art and Design Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture <i>I can use my sketch book as a starting point for my art work</i></p> <p>Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p> | | <h4 style="text-align: center; margin: 0;">Music NC and skills</h4> <p>I can play tuned and un-tuned instruments musically, I can make and combine sounds using the inter-related dimensions of music. <i>I carefully choose and order sounds for effect</i> <i>I identify and confidently control sounds</i> <i>I can create short melodic patterns</i> <i>I create and repeat short rhythmic phrases</i> <i>I show physical control when playing instruments</i> <i>I use changes in pitch to express an idea</i> <i>I work as a partner to create a sequence of long and short sounds</i> <i>I show physical control when playing musical instruments</i> <i>I use changes in pitch to express an idea</i></p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music, <i>I can listen out for different types of sound e.g. I can recognise changes in tempo</i> <i>I can identify pulse in music</i> <i>I know how sounds can be made and changed</i></p> | | | |

Year 2 Unit of Learning – Autumn 2- Whole School Text

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| <h3>Values</h3> <p>Peace: Peace is when we get along; having positive thoughts for myself and others and it begins within each one of us.</p> <p>Tolerance: Tolerance is accepting myself and others, knowing we are all different and being understanding and open-minded.</p> | | <h3>Central Idea</h3> <p>Plants and animals rely on each other and their environments for survival.</p> <p>Carnival of the Nocturnal Animals</p> | | <h3>Guiding Questions</h3> <p>What do living things need? What is a good habitat? How do animal characteristics enable animals to survive?</p> | | |
| <h3>Computing NC Knowledge and Skills</h3> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p> | | <h3>Suggested texts:</h3> <p>Nonfiction nocturnal animals Nativity</p> <h3>Suggested visit:</h3> <p>Environmental centre Local church</p> | | <h3>Religious Education Greenwich Windows on Faith Christianity – A Local Church Unit 4</h3> <p>Key Questions What happens in a Christian place of worship? How does a place of worship help Christians to remember their beliefs about Jesus? How do Christians try to follow Jesus' example? Key Concepts Most Christians keep Sunday as a special day There are many places where Christians worship together, read the Bible, sing and pray one or more times weekly Leaders of the service and community e.g. priests, ministers, elders Objects and symbols in buildings Important ceremonies e.g. welcoming/ dedication/ infant baptisms Christians try to follow the example of Jesus by caring for others, e.g. the elderly and those less fortunate, for example at Harvest, through charities</p> | | <h3>PHSE Link to Values</h3> <p><i>I can discuss what I think is right and wrong in different situations and my feelings and opinions about them</i> <i>I agree and follow rules in the classroom and understand how they can help.</i> <i>I know that people and other living things have needs and responsibilities.</i> <i>I can identify responsibilities that I have at home and elsewhere</i> <i>I understand how my behaviour affects the people around me.</i> <i>I know what improves and harms my local environment and some ways people look after them.</i></p> |
| <h3>PE NC Knowledge and Skills</h3> <p style="text-align: center;">GYM</p> <p>Spin, turn and twist, Unit J</p> <p style="text-align: center;">GAMES</p> <p>Partner games, Aim, kick and hit, Unit 2</p> | <h3>PE Evaluation, Fitness and Health</h3> <p><i>I can recognise and describe what my body feels like during different types of activity</i> <i>I can understand the importance of warming up and cooling down.</i> <i>I can lift, move and place equipment safely</i> <i>I can improve my work using information I have gained by watching, listening and investigating</i> <i>I can recognise good quality in performance</i> <i>I can use information to improve my work</i> <i>I can watch and describe dance phrases and dances and use what I learn to improve my own work</i></p> | <h3>Writing Genres</h3> <p>Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative – traditional, real life and extended writing (adventure) Poetry – Nonsense, patterns on the page Descriptive/observational poetry Play scripts</p> <p style="text-align: center;">Non-Fiction</p> <p>Explanations Information text Instructions Non- chronological reports</p> | | <h3>Singing NC and skills</h3> <p>I can use my voice expressively by singing songs and speaking chants and rhymes I can listen with concentration and understanding to a range of high-quality live and recorded music <i>I enjoy singing songs from memory, following the tune (melody) well</i> <i>I use my voice well in lots of ways</i> <i>I perform with others</i> <i>I listen carefully and recall short rhythmic and melodic patterns</i> <i>I make and control long and short sounds, using voices and instruments</i></p> | <h3>Music NC and skills</h3> <p>I can play tuned and un-tuned instruments musically, I can make and combine sounds using the inter-related dimensions of music. <i>I carefully choose and order sounds for effect</i> <i>I identify and confidently control sounds</i> <i>I can create short melodic patterns</i> <i>I create and repeat short rhythmic phrases</i> <i>I show physical control when playing instruments</i> <i>I use changes in pitch to express an idea</i> <i>I work as a partner to create a sequence of long and short sounds</i> <i>I show physical control when playing musical instruments</i> <i>I use changes in pitch to express an idea</i> I can listen with concentration and understanding to a range of high-quality live and recorded music, <i>I can listen out for different types of sound e.g. I can recognise changes in tempo</i> <i>I can identify pulse in music</i> <i>I know how sounds can be made and changed</i></p> | |

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| <p>Science NC Skills Working Scientifically</p> <p>I can ask simple questions I can observe closely, using simple equipment e.g. a hand lens, I can perform simple tests I can identify and classify I can use my observations and ideas to suggest answers to questions I can gather and record data to help in answering questions</p> | <p>Science NC Knowledge and skills Yr 2 All living things and their habitats</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can identify that most living things live in habitats to which they are suited I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other I can identify and name a variety of plants and animals in their habitats, including micro-habitats I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, <i>I can construct a simple food chain e.g. grass, cow, human</i> I can identify and name different sources of food.</p> | <p>Geography NC Knowledge and Skills</p> <p>Location Knowledge I can name and locate the world's 7 continents and 5 oceans</p> <p>Human and Physical Geography I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles I can use basic geographical vocabulary to refer to: key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valet, vegetation and weather <i>I can identify what places are like and where they are.</i> <i>I can recognise how places have become the way they are and how they are changing.</i> <i>I can ask questions about geography and begin to use simple and familiar geographical vocabulary.</i></p> | <p>Art NC Knowledge and Skills – Drawing</p> <p>I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p> <p style="text-align: center;">Key Skills <i>Refer to KS1 Progression in Art and Design Skills Lancs</i></p> <p>Drawing: Lines and Marks, Shape, Tone, Texture <i>I can use my sketch book as a starting point for my art work</i></p> <p>Specific Media Focus Key Stage Coverage <i>Digital media, Painting, Printing, Textiles, 3D, Collge</i></p> |
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Year 2 Unit of Learning – Spring 1 Whole School Film Project

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| <h3>Values</h3> <p>Resilience: Resilience is strength, being able to overcome difficulties, and adapt to new situations. Honesty: Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others.</p> | | <h3>Central Idea</h3> <p>Different animals have unique characteristics that enable them to interact with their environment. <i>Our world/ Planet Earth</i></p> | | <h3>Guiding Questions</h3> <p>How are living things interdependent? What are unique characteristics? How are animals around the world similar/ different to each other?</p> | | | |
| <h3>Computing NC Knowledge and Skills</h3> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p>Specific foci for unit: SEE ICT skills grid Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p> | | <h3>Core Texts</h3> <p><i>Dust Echoes, Story 2 Caterpillar, Butterfly lifecycles</i></p> <p>Suggested visit: <i>Natural History Museum</i></p> | | <h3>Religious Education Greenwich Windows on Faith</h3> <p>Celebrations- Unit - Celebrations Key Questions How are special occasions celebrated? What is it like to share a celebration? What is a religious festival? How do religious believers celebrate the meaning of a festival? What have we learnt about festivals?</p> <p>Beliefs In this unit pupils are given the opportunity to learn about the beliefs of two religions, Christianity and Judaism, through a focus on celebrations and festivals. They will learn the meaning of the festivals for believers, the way in which the festival is celebrated around the world, and what pupils may learn about their own lives and communities from it</p> | | <p style="text-align: center;">PHSE Link to Values</p> <p><i>I can discuss what I think is right and wrong in different situations and my feelings and opinions about them I recognise the choices I can make and know the difference between right and wrong I agree and follow rules in the classroom and understand how they can help. I know that people and other living things have needs and responsibilities. I can identify responsibilities that I have at home and elsewhere I understand that we grow from young to old and how people's needs change. I can make choices that improve my health and well-being know who to ask for help. I know that some diseases can spread but they can be controlled. I know that household products including medicines can be harmful if not used properly.</i></p> | |
| <h3>PE NC Knowledge and Skills</h3> <p style="text-align: center;">GYM Parts high, parts low, Unit H GAMES Dribbling, hitting, kicking, Unit 3</p> | | <h3>PE Evaluation, Fitness and Health</h3> <p><i>I can recognise and describe what my body feels like during different types of activity I can understand the importance of warming up and cooling down. I can lift, move and place equipment safely I can improve my work using information I have gained by watching, listening and investigating I can recognise good quality in performance I can use information to improve my work</i></p> | | <h3>Writing Genres</h3> <p>Coverage across the year:</p> <p style="text-align: center;">Fiction Narrative – traditional, real life and extended writing (adventure) Poetry – Nonsense, patterns on the page Descriptive/observational poetry Play scripts</p> <p style="text-align: center;">Non-Fiction Explanations Information text Instructions Non- chronological reports</p> | | <h3>Singing</h3> <p><i>I can use my voice expressively by singing songs and speaking chants and rhymes I can listen with concentration and understanding to a range of high-quality live and recorded music I enjoy singing songs from memory, following the tune (melody) well I use my voice well in lots of ways I perform with others I listen carefully and recall short rhythmic and melodic patterns I make and control long and short sounds, using voices and instruments</i></p> | <h3>Music NC</h3> <p><i>I can play tuned and un-tuned instruments musically, I can make and combine sounds using the inter-related dimensions of music. I carefully choose and order sounds for effect I identify and confidently control sounds I can create short melodic patterns I create and repeat short rhythmic phrases I show physical control when playing instruments I use changes in pitch to express an idea I work as a partner to create a sequence of long and short sounds I show physical control when playing musical instruments I can listen with concentration and understanding to a range of high-quality live and recorded music, I can listen out for different types of sound e.g. I can recognise changes in tempo I can identify pulse in music I know how sounds can be made and changed</i></p> |
| <h3>Science NC Skills</h3> <p>Working Scientifically I can ask simple questions and recognise that they can be answered in different ways I can observe closely, using simple equipment I can perform simple tests I can identify and classify I can use my observations and ideas to suggest answers to questions I can gather and record data to help in answering questions <i>I might work scientifically by: using my observations to compare and contrast animals at first hand or through videos and photographs, describing how I identify and group them and grouping animals according to what they eat;</i></p> | | <h3>Science NC Knowledge and skills</h3> <p>Yr 1 Animals Including Humans – grouping animals I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals I can identify and name a variety of common animals that are carnivores, herbivores and omnivores I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Yr 2 Animals Including Humans I notice that animals, including humans, have offspring which grow into adults I find out about and describe the basic needs of animals, including humans, for survival (water, food and air) I describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <i>I might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to my questions.</i></p> | | <h3>Geography NC Knowledge and Skills</h3> <p style="text-align: center;">Animals and their Environments</p> <p>Locational knowledge I can name and locate the world's 7 continents in relation to where different animals are found Geographical skills and field work I can use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage <i>I can use globes and maps and plans.</i></p> | | <h3>DT NC Knowledge and Skills - Textiles</h3> <p>Design I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. Refer to KS1 Progression in Design and Technology Skills</p> | |

Year 2 Unit of Learning – Spring 2

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| <h3>Values</h3> <p>Honesty: Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others</p> <p>Kindness: the quality of being friendly, generous, and considerate.</p> | | <h3>Central Idea</h3> <p>People recognise important events through celebrations and traditions.</p> <p>Celebrations – let there be light!</p> | | <h3>Guiding Questions</h3> <p>What is a celebration? How do people celebrate? What are the similarities and differences amongst celebrations?</p> | |
| <h3>Computing NC Knowledge and Skills</h3> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p>Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p> | | <h3>Core Texts:</h3> <p>Easter, rebirth Colours of the Rainbow Northern Lights The Rainbow Bear</p> <p>Suggested visit: Local walk. Theatre show/ cinema Electrician to visit</p> | | <h3>Religious Education Greenwich Windows on Faith</h3> <p>Part 1: Unit 1:Guru Nanak and his teachings</p> <p>Key Questions What do Sikhs believe about God? What does Guru mean? What does it mean to be equal?</p> <p>The Gurus There were 10 human Gurus Guru Nanak was the first Guru Guru Granth Sahib – last of the Gurus Guru Nanak's life and teaching Guru Nanak's teaching that all people are equal Celebration of Guru Nanak's birthday</p> <p>Beliefs about god Sikhs believe in one God – symbolised by the Ik Onkar symbol God created all things</p> | <h3>PHSE Link to Values</h3> <p><i>I can identify positive achievements and one thing I want to improve on.</i> <i>I know that people and other living things have needs and responsibilities.</i> <i>I can identify responsibilities that I have at home and elsewhere.</i> <i>I recognise how my behaviour affects the people around me.</i></p> <p><i>Personal Safety</i></p> |
| <h3>PE NC Knowledge and Skills</h3> <p style="text-align: center;">GYM</p> <p>Linking moves together, Unit K</p> <p style="text-align: center;">ATHLETICS</p> <p>Basic skills, Unit 2</p> | | <h3>PE Evaluation, Fitness and Health</h3> <p><i>I can recognise and describe what my body feels like during different types of activity</i> <i>I can lift, move and place equipment safely</i> <i>I can improve my work using information I have gained by watching, listening and investigating</i> <i>I can understand the importance of warming up and cooling down.</i></p> | | <h3>Writing Genres</h3> <p>Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative – traditional, real life and extended writing (adventure) Poetry – Nonsense, patterns on the page Descriptive/observational poetry Play scripts</p> <p style="text-align: center;">Non-Fiction</p> <p>Explanations Information text Instructions Non- chronological reports</p> | |
| <h3>Singing NC and skills</h3> <p>I can use my voice expressively by singing songs and speaking chants and rhymes I can listen with concentration and understanding to a range of high-quality live and recorded music <i>I enjoy singing songs from memory, following the tune (melody) well</i> <i>I use my voice well in lots of ways</i> <i>I perform with others</i> <i>I listen carefully and recall short rhythmic and melodic patterns</i> <i>I make and control long and short sounds, using voices and instruments</i></p> | | <h3>Music NC and skills</h3> <p>I can play tuned and un-tuned instruments musically, I can make and combine sounds using the inter-related dimensions of music. <i>I carefully choose and order sounds for effect</i> <i>I identify and confidently control sounds</i> <i>I can create short melodic patterns</i> <i>I create and repeat short rhythmic phrases</i> <i>I show physical control when playing instruments</i> <i>I use changes in pitch to express an idea</i> <i>I work as a partner to create a sequence of long and short sounds</i> <i>I show physical control when playing musical instruments</i> <i>I use changes in pitch to express an idea</i></p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music, <i>I can listen out for different types of sound e.g. I can recognise changes in tempo</i> <i>I can identify pulse in music</i> <i>I know how sounds can be made and changed</i></p> | | | |
| <h3>Science NC Skills Working Scientifically</h3> <p>I can ask simple questions I can observe closely, using simple equipment e.g. a hand lens, I can perform simple tests I can identify and classify I can use my observations and ideas to suggest answers to questions I can gather and record data to help in answering questions <i>Children might work scientifically by exploring shiny things and grouping them according to whether they shine in the dark or not.</i> <i>Children might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</i></p> | | <h3>Science NC Knowledge and skills Yr 2 Light</h3> <p>I can observe and name a variety of sources of light, including electric lights, flames and the Sun I can associate shadows with a light source being blocked by something e.g. <i>observing shadows being formed in everyday contexts, such as when they play outside or shine torches indoors</i> and exploring materials that are transparent, translucent and opaque</p> <p>Yr 1 Seasonal Changes I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies.</p> | | <h3>History NC Knowledge and Skills</h3> <p>I can use common words and phrases relating to the passing of time. I know about significant historical events, people and places in my own locality. I know about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><i>I know the difference between past and present</i> <i>I answer questions about events using 'before' and 'after' to describe events.</i> <i>I know facts and understand events important to myself and my family/friends.</i></p> | |
| <h3>Geography NC Knowledge and Skills Human and physical geography</h3> <p>I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <i>I recognise differences between the elements.</i> <i>I can draw pictures of my findings.</i></p> | | <h3>Art NC Knowledge and Skills – Printing, Digital Media</h3> <p>I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p> <p style="text-align: center;">Key Skills</p> <p style="text-align: center;"><i>Refer to KS1 Progression in Art and Design Skills Lincs</i></p> <p>Drawing: Lines and Marks, Shape, Tone, Texture <i>I can use my sketch book as a starting point for my art work</i></p> <p>Specific Media Focus Key Stage Coverage <i>Digital media, Painting, Printing, Textiles, 3D, Collage</i></p> | | | |

Year 2 Unit of Learning – Summer 1

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| <h3>Values</h3> <p>Forgiveness: Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment.</p> <p>Trust: Trust is reliance on someone or something; it is to believe and to have confidence and certainty.</p> | | <h3>Central Idea</h3> <p>The earth's natural elements affect people in different ways.</p> <h2 style="color: red;">Fire!</h2> | | <h3>Guiding Questions</h3> <p>What are the different elements? How was fire discovered? How does fire impact on human life?</p> | |
| <h3>Computing NC Knowledge and Skills</h3> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can use technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;">Specific foci for unit: SEE ICT skills grid</p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p> | | <h3>Core Texts/ Visits</h3> <p style="color: red;">Non Fiction Magic Grandad</p> <h3>Suggested visit:</h3> <p style="color: red;">London Fire Brigade Museum</p> | | <p>Religious Education Greenwich Windows on Faith</p> <p>Christianity 1 Unit 2- Jesus the Teacher</p> <p>Key Questions What values do Christians believe Jesus taught? How do Christians believe Jesus taught them these values?</p> <p>Beliefs Jesus' teaching and life give Christians the perfect example, there are stories about Jesus which develop Christian values: Zacchaeus Jesus told stories about forgiveness and love: The Lost Son, The Good Samaritan Jesus taught the two greatest Commandments are 'Love God' and 'Love your neighbour' The Bible is a special book: Christians read it to learn about Jesus</p> | <p style="text-align: center;">PHSE Link to Values</p> <p><i>I can identify positive achievements and one thing I want to improve on. I know that people and other living things have needs and responsibilities. I can identify responsibilities that I have at home and elsewhere. I recognise how my behaviour affects the people around me.</i></p> <p style="text-align: center;"><i>Personal Safety</i></p> |
| <h3>PE NC Knowledge and Skills</h3> <p style="text-align: center;">GYM</p> <p>Spin, turn and twist, Unit J</p> <p style="text-align: center;">GAMES</p> <p>Partner games, Aim, kick and hit, Unit 2</p> | | <h3>Writing Genres</h3> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Narrative – traditional, real life and extended writing (adventure) Poetry – Nonsense, patterns on the page Descriptive/observational poetry Play scripts</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Explanations Information text Instructions Non- chronological reports</p> | | <p style="text-align: center;">Singing NC and skills</p> <p>I can use my voice expressively by singing songs and speaking chants and rhymes I can listen with concentration and understanding to a range of high-quality live and recorded music I enjoy singing songs from memory, following the tune (melody) well I use my voice well in lots of ways I perform with others I listen carefully and recall short rhythmic and melodic patterns I make and control long and short sounds, using voices and instruments</p> <p style="text-align: center;">Music NC and skills</p> <p>I can play tuned and un-tuned instruments musically, I can make and combine sounds using the inter-related dimensions of music. <i>I carefully choose and order sounds for effect I identify and confidently control sounds I can create short melodic patterns I create and repeat short rhythmic phrases I show physical control when playing instruments I use changes in pitch to express an idea I work as a partner to create a sequence of long and short sounds I show physical control when playing musical instruments I use changes in pitch to express an idea</i></p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music, I can listen out for different types of sound e.g. I can recognise changes in tempo I can identify pulse in music I know how sounds can be made and changed</p> | |
| <h3>PE Evaluation, Fitness and Health</h3> <p><i>I can recognise and describe what my body feels like during different types of activity I can lift, move and place equipment safely I can improve my work using information I have gained by watching, listening and investigating I can understand the importance of warming up and cooling down.</i></p> | | <p style="text-align: center;">Music NC and skills</p> <p>I can play tuned and un-tuned instruments musically, I can make and combine sounds using the inter-related dimensions of music. <i>I carefully choose and order sounds for effect I identify and confidently control sounds I can create short melodic patterns I create and repeat short rhythmic phrases I show physical control when playing instruments I use changes in pitch to express an idea I work as a partner to create a sequence of long and short sounds I show physical control when playing musical instruments I use changes in pitch to express an idea</i></p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music, I can listen out for different types of sound e.g. I can recognise changes in tempo I can identify pulse in music I know how sounds can be made and changed</p> | | | |

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| <p>Science NC Skills Working Scientifically I can ask simple questions and recognise that they can be answered in different ways I can observe closely, using simple equipment I can perform simple tests I can identify and classify I can use my observations and ideas to suggest answers to questions I can gather and record data to help in answering questions <i>Children should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials.</i> <i>Children might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places</i></p> | <p>Science NC Knowledge and skills Year 2 Everyday Materials – changing materials states I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Year 1 Everyday Materials I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock – also brick, paper, fabrics, elastic, foil I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> | <p>History NC Knowledge and Skills I know about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] <i>I can use common words and phrases relating to the passing of time.</i> <i>I can place events, objects and people in the correct time order</i> <i>I can identify similarities and differences between ways of life in different periods.</i> <i>I can ask and answer questions about the past using pictures and stories</i></p> | <p>DT NC Knowledge and Skills - Structures Design I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. <i>Refer to KS1 Progression in Design and Technology Skills</i></p> |
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Year 2 Unit of Learning – Summer 2 – Whole School Visit

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| <p align="center">Values</p> <p>Cooperation: Cooperation is helping one another; working together with patience and a collective effort to reach a goal.</p> | | <p align="center">Central Idea Understanding the nature of forces, allows people to make practical applications. <i>Swings and Roundabouts</i></p> | <p align="center">Guiding Questions What is a force? How do forces affect movement? How are forces used in the world around us?</p> | |
| <p align="center">Computing NC Knowledge and Skills</p> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school. Specific foci for unit: SEE ICT skills grid Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p> | | <p align="center">Core Texts/ Visits <i>The Lighthouse Keeper's Lunch</i> Tate Modern Suggested visit: <i>Sutcliffe Park; Greenwich Park</i></p> | <p align="center">Religious Education Greenwich Windows on Faith</p> <p>Sikhism 1 Teachings and life Unit 2 Key Questions How do the lives of Sikhs show they follow rules in their lives? What does worship mean to Sikhs? Key Concepts The Gurus and the Guru Granth Sahib teach Sikhs how to live; Three important rules to follow: work honestly; share food with the needy; remember God; The Gurus showed how to put teachings into practice in their lives- story of Guru Gobind Singh and the Water Carrier, Bhai Ghanaya Sikh Life Special celebrations – Akhand Path; Sikhs worship at home and in the Gurdwara; The Guru Granth Sahib teaches Sikhs how to live; Sikhs share and show that everyone is equal in the Gurdwara</p> | <p align="center">PHSE Link to Values <i>I can discuss what I think is right and wrong in different situations and my feelings and opinions about them</i> <i>I recognise the choices I can make and know the difference between right and wrong</i> <i>I agree and follow rules in the classroom and understand how they can help.</i> <i>I know what improves and harms my local, natural and built environments and some ways people look after them.</i></p> |
| <p align="center">PE NC Knowledge and Skills</p> <p align="center">DANCE Pirate shanty inspiration, Unit 2 GAMES Inventing group games, Unit 4</p> | <p align="center">PE Evaluation, Fitness and Health</p> <p><i>I can recognise and describe what my body feels like during different types of activity</i> <i>I can understand the importance of warming up and cooling down.</i> <i>I can lift, move and place equipment safely</i> <i>I can improve my work using information I have gained by watching, listening and investigating</i> <i>I can recognise good quality in performance</i> <i>I can use information to improve my work</i></p> | <p align="center">Writing Genres Coverage across the year:</p> <p align="center">Fiction Narrative – traditional, real life and extended writing (adventure) Poetry – Nonsense, patterns on the page Descriptive/observational poetry Play scripts</p> <p align="center">Non-Fiction Explanations Information text Instructions Non- chronological reports</p> | <p align="center">Singing NC and skills</p> <p>I can use my voice expressively by singing songs and speaking chants and rhymes I can listen with concentration and understanding to a range of high-quality live and recorded music <i>I enjoy singing songs from memory, following the tune (melody) well</i> <i>I use my voice well in lots of ways</i> <i>I perform with others</i> <i>I listen carefully and recall short rhythmic and melodic patterns</i> <i>I make and control long and short sounds, using voices and instruments</i></p> | <p align="center">Music NC and skills</p> <p>I can play tuned and un-tuned instruments musically, I can make and combine sounds using the inter-related dimensions of music. <i>I carefully choose and order sounds for effect</i> <i>I identify and confidently control sounds</i> <i>I can create short melodic patterns</i> <i>I create and repeat short rhythmic phrases</i> <i>I show physical control when playing instruments</i> <i>I use changes in pitch to express an idea</i> <i>I work as a partner to create a sequence of long and short sounds</i> <i>I show physical control when playing musical instruments</i> <i>I use changes in pitch to express an idea</i></p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music, <i>I can listen out for different types of sound e.g. I can recognise changes in tempo</i> <i>I can identify pulse in music</i> <i>I know how sounds can be made and changed</i></p> |

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| <p>Science NC Skills Working Scientifically I can ask simple questions and recognise that they can be answered in different ways I can observe closely, using simple equipment I can perform simple tests I can identify and classify I can use my observations and ideas to suggest answers to questions I can gather and record data to help in answering questions <i>I might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions;</i></p> | <p>Science NC Knowledge and skills Yr2 Movement – forces, swings etc <i>I notice and describe how things are moving, using simple comparisons such as faster and slower</i> <i>I can compare how different things move. (no longer statutory)</i> Yr 3 Forces and Magnets I can compare how things move on different surfaces I notice that some forces need contact between two objects</p> | <p>History NC Knowledge and Skills Children should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements. Sir Isaac Newton <i>I can use the words past and present when telling others about an event.</i> <i>I understand how to put people events and objects in order of when they happened using a timescale</i> <i>I use information I have found out about the past to describe the differences between then and now.</i> <i>I ask questions about things that happened in the past.</i> <i>I have looked at books, pictures, the internet and have visited museums etc to find out about the past.</i></p> | <p>DT NC Knowledge and Skills - Mechanisms Design I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. Refer to KS1 Progression in Design and Technology Skills</p> |
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