

Y2 Autumn 1 - Our School and Community

<p>SCIENCE</p> <p>All Living things and their habitats 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 and 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</p> <p>Use 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>History I know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life I know about significant historical events, people and places in their own locality. (Sir James Ramsden, Furness Railway, Shipbuilding)</p> <p>Knowledge and understanding of events, people and changes in the past *Use information to describe the past *Use information they have found out to describe differences between then and now *Look at evidence to give and explain reasons why people in the past may have acted the way they did *Recount the main events from significant events in history, giving some interesting details</p> <p>Historical Interpretation *Look at books, pictures, artefacts, listened to eye witness accounts, stories, visited museums, galleries, historical sites, used the internet</p> <p>Historical Enquiry *Asks questions 'What was it like for people in the past?', 'What happened in the past?', 'How long ago did an event happen?' and use information to answer their own questions *Estimate the age of people younger and older by studying and describing their features</p> <p>Organisation and Communication *Describe objects, people or events *Can write their date of birth *Uses time lines to order events and objects *Use time line to place event or significant person *Tells stories about the past *Draw labelled diagrams and write about them to tell others about people, events or objects from the past</p>	<p>Geography Location knowledge I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Geographical skills and fieldwork I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage I can use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Place Knowledge *Compare how 2 places may be geographically linked *Name and identify the equator and the tropics</p> <p>Human and Physical Geography *Can identify the equator and similarities of countries near it</p> <p>Geographical Skills and Fieldwork *Describe where a place is using NSEW, and in relation to other countries / continents in the world *Make maps including a teacher drawn NSEW compass</p>	<p>DT</p> <p>Design (Boats) I can design purposeful, functional, appealing products for themselves and other users based on design criteria I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>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</p> <p>Evaluate I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria</p> <p>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, wheels and axles, in their products.</p> <p>Design *Generate designs recognising that their design has to meet a need *Plan ahead, selecting their own tools and equipment</p> <p>Make *Select appropriate tools and techniques for their product *Shape or cut materials using scissors or saw</p> <p>Evaluate *Describe materials chosen and their properties *Come up with solutions to problems as they happen</p> <p>Technical knowledge *Can make product that moves incorporating wheels and axels *Make products to hold a given weight</p>
<p>Art I know how to use a range of materials creatively to design and make products I know how to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space I know how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination I know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Banksy/Paul Klee)</p> <p>Collage *Fold, crumple, tear and overlap papers *Work on different scales *Create and arrange shapes appropriately *Create, select and use textured paper for an image</p> <p>Printing *Roll printing ink over found objects e.g. plastic mesh / stencils *Create simple printing blocks with press print *Design more repetitive patterns *Experimenting with overprinting motifs and colour</p> <p>Painting *Use a variety of tools and techniques, including different brush sizes and types *Work on different scales *Experiment with tools and techniques, e.g. layering, mixing media, scrapping through *Name different types of paints and their properties</p>	<p>Computing I can recognise common uses of information technology beyond school I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. I can use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Text and Images *I can use technology to upload and store images, videos and sound *I am beginning to understand how to manipulate images and make change e.g. cropping an image *In a paint program I can use gradient fill, resize an object and change the width of lines *I can review what I have done and say what I might change *I am beginning to understand how to copy and paste an image or text *I can add captions to photos and graphics *I can enter and store information in a variety of forms *I can word process short texts directly onto the computer (no just copy written work) *I can retrieve information that has been stored *I can add a picture to my work</p> <p>Electronic Communication *I talk openly about my use of online communication in school and at home</p>	<p>PE I can master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities I can participate in team games, developing simple tactics for attacking and defending</p>	<p>MUSIC I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can play tuned and un-tuned instruments musically</p> <p>Performing *I take part in singing songs, following the tune (melody) well *I use my voice to good effect *I perform with others, taking instructions from the leader *I make and control long and short sounds with my voice or instruments</p>