

Y2 Autumn 2 - Horrible History

<p>Science Working Scientifically I can ask simple questions and recognising 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 their observations and ideas to suggest answers to questions I can gather and record data to help in answering questions.</p> <p>Animals, including Humans I notice that animals, including humans, have offspring which grow into adults I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</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 events beyond living memory that are significant nationally or globally (Great Fire of London, World Wars, The Plague) I know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Florence Nightingale, Samuel Pepys)</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 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</p> <p>Chronological Understanding *Understand and use the words past and present when telling others about an event *Can recount changes in their own lives over time *Understand how to put events, people and objects in order of when they happened using a scale given by the teacher *Use words and phrases such as recently, decades, centuries</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>Geography</p>	<p>DT Design (design vehicle) 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>Technical knowledge 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 *Make detailed plans, labelled diagrams and simple models to represent ideas and design</p> <p>Make *Products have a good finish so are fit for purpose and attractive *Make holes in a product using a punch or drill *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</p>
<p>Art I know how to use a range of materials creatively to design and make products 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.</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>3D *Manipulate malleable materials for a purpose, e.g. pot, tile *Understand the safety and care of materials and tools *Experiment with constructing and joining recycled, natural and manmade objects *Use simple 2D forms to create a 3D form *Change the surface of a malleable material, e.g. build a textured tile (Christmas Crafts)</p>	<p>Computing 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 recognise common uses of information technology beyond school I can use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Digital Research *I can gather information from a variety of sources *I can locate specific, teacher defined, age appropriate websites through a favourites menu and or by typing a web address in a web browser *I am beginning to evaluate websites by giving opinions about preferred or most used sites *I know to ask an adult if I am concerned about internet / program content *I understand I need to keep personal information private when using computer programs or the internet</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 *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>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 perform dances using simple movement patterns.</p>	<p>MUSIC I can use my voices expressively and creatively 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</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> <p>Appraising *I can identify a beat in music *I can recognise the changes in timbre, dynamics and pitch</p>