

Y2 Spring 1 - ...And so it began!

<p>Science</p> <p>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 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>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</p> <p>I know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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 (Charles Darwin, Karl Benz, Child led research on inventors)</p> <p>Chronological Understanding *Understand and use the words past and present when telling others about an event *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>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>Geography</p> <p>Location knowledge I can name and locate the world's seven continents and five oceans</p> <p>Human and physical geography I can use basic geographical vocabulary to refer to: *key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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 *Talk about why places are the way they are and how they may have changed *Can identify the equator and similarities of countries near it</p>	<p>DT</p> <p>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</p> <p>I know how to use a range of materials creatively to design and make products 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. (Cave Paintings)</p> <p>Digital Media *Using simple graphics packages to create images with effects: using simple filters to manipulate and create images *Use basic selection and cropping tools</p> <p>Textiles *Apply shapes with stitching *Create cords and plaits for decoration *Applying colour with printing, dipping, fabric crayons *Create and use dyes, e.g. onion skins, tea, coffee *Create fabric by weaving, e.g. carrier bags through bike wheel</p> <p>Drawing *Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk *Draw on different surfaces with a range of media *Invent new shapes</p>	<p>Computing</p> <p>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content 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</p> <p>Electronic Communication *I can send and receive an email *I can use webcams and or video conferencing as a class, if appropriate and available, with external providers, another class or school *I talk openly about my use of online communication in school and at home</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>PE</p> <p>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</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music. I can use their voices 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> <p>Composing *I carefully choose sounds to achieve an effect (including ICT) *I order my sounds to help create an effect *I can create short musical patterns *I can create a sequence of long and short sounds *I can create short rhythmic phrases *I show control when playing musical instruments, so they sound as they should *I can use changes in pitch to communicate an idea</p>