Y2 Spring 2 - ...Where the Wild Things Are!

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. I can observe and describe how seeds and bulbs grow into mature plants

I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

History

Geography

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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Place Knowledge

*Can say what places are like using words like, busy, noisy, quiet and use that knowledge to decide if a place is a town, city, village

*Make suggestions about how an area can be improved

*Discuss likes and dislikes about a locality, giving geographical reasons why

*Compare how 2 places may be geographically linked

*Name and identify the equator and the tropics

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

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

*Maps include grid references and a key with symbols or colours to identify features

DT

Make (Andy Goldsworthy / Nils Udo / Natural Sculptures / Wild Things Masks + Clay)

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

Make

*Select appropriate tools and techniques for their product

*Products have a good finish so are fit for purpose and attractive

*Can measure out ingredients using scales, where appropriate

*Make textured products

*Use scoring and folding to shape materials

*Make holes in a product using a punch or drill

*Shape or cut materials using scissors or saw

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. (Andy Goldsworthy + Nils Udo)

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

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

Computing

I understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

I can use technology purposefully to create, organise, store, manipulate and retrieve digital content

Data Handling

*Use graphing software to enter data and change a graph type, e.g. pictogram to bar chart

*Interpret and draw conclusions from graphs, discuss information contained and answer simple questions

*Sort and classify a group of items by asking simple yes/no questions

*Use a branching database program to sort and identify items.

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

*Create a sequence of images to form a short animation

*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

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.

MUSIC

I can play tuned and un-tuned instruments musically

I can use my voice expressively and creatively by singing songs and speaking chants and rhymes

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

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 show control when playing musical instruments, so they sound as they should

*I can use changes in pitch to communicate an idea