

Y2 Summer 1 - Nepal

<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. 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 I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>History 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 (Edmund Hillary) 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 Historical Enquiry *Asks questions 'What was it like for people in the past?', 'What happened in the past?', 'How long ago did and 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>Geography Location knowledge I can name and locate the world's seven continents and five oceans 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 *Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork I can use simple compass directions and locational and directional language to describe the location of features and routes on a map 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 Human and Physical Geography *Talk about why places are the way they are and how they may have changed 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 *Use books, stories and other sources of information to find out about a country</p>	<p>DT Design (Bridge to cross the valley / Nepalese Food / Rangoli Clay Tiles) 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 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 Cooking and Nutrition I can use the basic principles of a healthy and varied diet to prepare dishes I can understand where food comes from Design *Plan ahead, selecting their own tools and equipment *Make detailed plans, labelled diagrams and simple models to represent ideas and design Make *Select appropriate tools and techniques for their product *Make holes in a product using a punch or drill *Shape or cut materials using scissors or saw Evaluate *Describe materials chosen and their properties *Come up with solutions to problems as they happen Technical knowledge *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 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. (Nancy Standlee) 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 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 understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (Roamer) I can create and debug simple programs I know how to use logical reasoning to predict the behaviour of simple programs 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. 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 Sound *I can save sound files *I can used recorded sound files from other applications *I use basic editing tools to change recorded sounds to alter mood or atmosphere Programing *I can program a floor turtle or computer program to make it follow a series of instructions *I can work out where a series of instructions has gone wrong and correct it</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 play tuned and un-tuned instruments musically I can listen with concentration and understanding to a range of high-quality live and recorded music I can experiment with, create, select and combine sounds using the inter-related dimensions of music. Appraising *I can identify a beat in music *I can recognise the changes in timbre, dynamics and pitch Listening and Applying *I can listen carefully and recall short rhythmic and melodic patterns *I can use my knowledge of timbre, dynamics and pitch to organise my music *I know how sounds can be made and changed to suit a situation *I make my own sounds and symbols to make and record my music *I know that music can be played or listened to for a variety of purposes (including throughout history and in different cultures)</p>

