Y2 Summer 2 - Weird, Wacky and Wonderful

SCIENCE	History	Geography	DT
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 **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			**Design** (Phillip Tracey style Wacky Hat) I can design purposeful, functional, appealing products for themselves and other users based on design criteria **Make** I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing **Evaluate** I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria 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 Make *Select appropriate tools and techniques for their product *Products have a good finish so are fit for purpose and attractive *Make textured products Evaluate *Describe materials chosen and their properties *Come up with solutions to problems as they happen
Art 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. (Picasso / Damien Hirst / Jackson Pollock / Mark Rothko) 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 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 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 can 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 create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology purposefully to create, organise, store, manipulate and retrieve digital content Electronic Communication (transition to junior school – emailing new teachers) *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 Programming *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 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	**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	**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. 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 use changes in pitch to communicate an idea Listening and Applying *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)