

Science

Animals Including Humans

- Know the basic stages of a life cycle.
- I know the basic needs of animals, including humans, for survival (water, food and air), by identifying the ways that different animals meet their basic needs.
- I know why exercise, a balanced diet and good hygiene are important for humans

Skills

- I can observe closely using simple equipment.
- I can perform simple tests.
- I know how to identify and classify things.
- I know how to carry out simple tests.
- I know how to explain and answer questions

English

- Writing to entertain
- Adventure Story (Up)
- Writing to inform
 - Non-chronological report on Amelia Earhart
- Writing to inform
 - Advert for a spacesuit

PSHE

Termly theme: **VIPs**

Key themes:

- I can talk about the very important people in my life and explain why they are special
- I can describe why families are important.
- I can describe what makes someone a good friend.
- I can describe ways to help resolve arguments and disagreements without being unkind.
- I can cooperate with others to achieve a task
- I can describe how I can show my special people that I care about them and I understand why this is important.

Adventure Is Out There

Year 2

Autumn 1



Computing

Computer skills

Knowledge

- To become familiar with computer technology at school

Skills

- To turn the computer on
- To log on using a username and password
- To use Google classroom
- To learn useful keyboard skill
- To use the internet safely

Design and Technology

Knowledge and skills

- I can explore and evaluate a range of existing products.
- I can design purposeful, functional, appealing products for myself and other users based on design criteria.
- I can generate, develop, model and communicate my ideas through talking, drawing and templates.
- I can select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics.
- I can evaluate my ideas and products against design criteria.

History

Neil Armstrong and Amelia Earhart

Historical Enquiry

I know where the people and events fit within a chronological framework.
I can ask and answer questions, using other sources to show that I know and understand key features of events.

I can understand some of the ways in which we find out about the past and identify different ways in which it is represented.

I can use a wide vocabulary of everyday historical terms.

I can develop an awareness of the past, using common words and phrases relating to the passing of time.

Disciplinary Concepts

I can understand historical concepts, such as continuity and change.

I can understand historical concepts, such as historical significance.

I can understand historical concepts, such as cause and consequence.

I can identify similarities and differences between ways of life in different periods.

Religious Education

Termly theme: **Who is Jewish and what do they believe?**

Key questions

- What is precious to us? What is precious to Jewish people?
- What does a mezuzah remind Jewish people about?
- How and why do Jewish people celebrate Shabbat?
- What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?

Physical Education

Personal Skills

Knowledge

- Coordination and footwork
- Static balance – one leg

Skills

- Keep your head up
- Bend your knees to help balance
- Work off the balls of your feet
- Keep your tummy tight
- Keep your arms tight

Maths

Maths

Number – Place value

- Numbers to 20
- Count objects to 100 by making 20s
- Recognise tens and ones and using a place value chart
- Partition numbers to 100
- Write numbers to 100 in words (including in expanded form)
- 10s and 1s on the number line to 100
- Estimate numbers on a number line
- Compare and order objects and numbers
- Count in 2s, 5s, 10s and 3s.

Number – Addition and subtraction

- Bonds to 10, 20 and 100
- Add in various ways – by making 10, three 1-digit numbers, to the next 10, across a ten

Subtract in various ways – across 10, from a ten, a 1-digit from a 2-digit number.

Music

Hands, feet and heart – South African music

Knowledge

- To know songs have a musical style
- To know that music has a steady pulse, like a heartbeat
- To know that rhythm is different to pulse
- Learn the names of the notes in their instrumental part from memory or when written down
- Know composing is like writing a story with music.
- To know the differences in the verses and the chorus

Skills

- Recognise and name some instruments that they hear
- March in time to the rhythm
- Copy and clap back rhythm
- Play accurately and in time
- Compose a simple melody with simple rhythms