



# Year 2 - Autumn

History (Post War Britain)	Geography (UK countries)	Computing (Scratch Jr)	Art (Andy Warhol) /DT (Mechanisms)	Science (Living things & Animals inc. humans)	RE (Christianity)
<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> <li>Identify seasonal and daily weather patterns in the UK</li> <li>Use world maps, atlases and globes to identify the UK and its countries</li> <li>Use aerial photographs to recognise landmarks and basic human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p><b>Art:</b> To use drawing and printing to develop and share their ideas, experiences and imagination</p> <ul style="list-style-type: none"> <li>About the work of a range of artists, describing the differences and similarities between different practices and disciplines and making links to their own work</li> </ul> <p><b>Design:</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make:</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate:</b> explore and evaluate a range of existing products</p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge:</b> build structures, exploring how they can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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.</li> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Why is Jesus special to Christians?</li> <li>What are the key messages of the Christmas story?</li> </ul>
<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>
<ul style="list-style-type: none"> <li>1950s- Home life/housing- Explore how life was post war. Compare this with learning about WW2. in Year 1. How is it different from home life now? Look at technology and how it was very limited in the home.</li> <li>1960s- Transport/space- First man in space and the first humans to walk on the moon. Link with tourism/ British holidays from geography last half term. Will we be able to book a holiday to the moon in the future?</li> <li>1970s- Fashion/music- Explore how fashion was influenced by music icons. Hippies, glam rock, punks etc. When exploring glam rock, notice and discuss how many males wore makeup (LGBT link)</li> <li>1980s- Technology- compare with 1950s technology and how it evolved. Then compare with modern day technology and how it evolved again. What will happen next?</li> <li>1990s- Toys/ School life- discuss how in a short space of time school life is very different. More children played out etc. rather than on iPads. First PlayStation was introduced. Is technology a good thing for children?</li> <li>Create a time line of main events from the 50s-now. Discuss how life might evolve over the next 10 years.</li> </ul>	<ul style="list-style-type: none"> <li>How to use an atlas to locate given places</li> <li>UK countries and their location on the map.</li> <li>To locate the biggest towns in UK and discuss their location.</li> <li>Why tourist locations are often near rivers and seas</li> <li>To locate popular sea villages in the UK on the map.</li> <li>To discuss tourism in sea towns and villages around the UK and how these places have changed recently</li> <li>To explore an old Spennymoor Town map compared with modern map- what similarities and differences are there?</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of instructions to guide Scratch (eg. direction, angles, turns).</li> <li>How to test and amend a set of given instructions. Test if they work and change if they don't.</li> <li>To write a set of instructions for another person to test</li> <li>To find out why some instructions are not working and fix them (debug)</li> <li>To write a program for Scratch and test its success</li> <li>To predict an outcome from a given set of instructions or algorithm</li> </ul>	<ul style="list-style-type: none"> <li>To research Andy Warhol's paintings and discuss similarities and differences in his artwork</li> <li>To test different paints to see which gives desired affect.</li> <li>To design 4 different print tiles in the style of Andy Warhol.</li> <li>How to choose a favourite print tile and create a 'final design'</li> <li>To make and use a print tile to create an Andy Warhol style piece of artwork</li> <li>To discuss what went well and what could be improved</li> <li>What a model vehicle looks like and needs through exploration</li> <li>To draw examples of wheeled vehicles and show an understanding of the user and purpose (labelling the main parts)</li> <li>To clearly design a vehicle (drawing must give information e.g. size and materials) and give the steps for making</li> <li>To make a wheel and axle product using the design criteria</li> <li>To decide on the best finishing techniques for their vehicle</li> <li>To evaluate the product—discuss how well it works, what went well and what could be improved</li> </ul>	<ul style="list-style-type: none"> <li>The classifications of 'alive', 'dead' and 'never alive'</li> <li>To sort using classifications of alive, never alive and dead.</li> <li>What a habitat is and that there are many different types of habitat</li> <li>How different animals are suited to their habitat</li> <li>To find local habitats within the school grounds and surrounding area</li> <li>How animals survive in extreme habitats</li> <li>How an animal is adapted to match a specific environment</li> <li>The impact that humans have on habitats (positive and negative)</li> <li>Where food comes from (for us and for animals)</li> <li>Food chains and the importance of balance within these</li> <li>About offspring and the growth of animals.</li> <li>About the needs of animals (air, food and water)</li> <li>How/ why exercise is important to remain healthy</li> <li>The different food groups and the proportions of each we need.</li> </ul>	<ul style="list-style-type: none"> <li>The importance of the word 'special' and what it means. Link special people in their own lives to the way that Christians feel about Jesus.</li> <li>To retell 'the fish and loaves' story of Jesus and how he helped other people in the story.</li> <li>To discuss how they could help others the way Jesus did.</li> <li>To discuss what a 'miracle' is and find out about more miracles that Jesus performed.</li> <li>What it means to be a leader. Link with leaders in their own lives (eg. Mr Smith, Miss Allan, parents, Prime Minister). What makes someone be a good leader?</li> <li>To retell the story of Christmas and pick out the most important events</li> </ul>
<p><b>Language</b></p> <p>Transport, technology, tourism, housing, similarities, differences, past and present, compare, fashion, century, period</p>	<p><b>Language</b></p> <p>Atlas, town, city, cities, country, sea, rivers, tourism, popular, destinations, map, scale</p>	<p><b>Language</b></p> <p>Left, right, turn, quarter turn, half turn, whole turn, programme, instructions, outcome, successful</p>	<p><b>Language</b></p> <p>materials, paints, poster paints, watercolour paints, printing, carving, vehicle, wheels, axle, product, design criteria, user, purpose</p>	<p><b>Language</b></p> <p>Living, dead, alive, survive, habitat, food chain, balance, important, importance, needs, wants, processes, offspring, growth, needs, wants, food groups, proportions, portions, healthy, survive, alive, exercise</p>	<p><b>Language</b></p> <p>special, leader, inspire, inspiration, Christian, Jesus, light of the world, miracle, holy, spiritual</p>