

Design and Technology (Sci)

- Cut out shapes which have been created by drawing round a template onto the fabric
- Join fabrics by using e.g. running stitch, glue, staples over sewing and tape
- Propose more than one idea for their product
- Select appropriate technique explaining first, next, last
- Explore ideas rearranging materials
- Use drawings to record ideas and add notes to help explanations
- Explain which materials they are using and why
- Describe what they need to do next
- Choose appropriate tools and equipment describing and explaining why they are being used
- Decide how existing products do/do not achieve their purpose
- Note changes made during the making process as annotations to plan/drawings
- Discuss how closely their finished products meets their design criteria and how well it meets the needs of the user
- Explain what they are making and why

Art & Design

- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
- Cut and shape fabric using scissors/snips.
- Apply shapes with glue or by stitching.
- Apply decorations using beads, buttons, feathers etc.
- **Colour** - apply colour with printing, dipping, fabric crayons.
- Create and use dyes i.e. onion skins, tea, coffee.
- **Texture** - create fabrics by weaving materials i.e. grass through twigs. (FS)
- **Record and explore ideas from first hand observations.**
- Ask and answer questions about the starting points for their work.
- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

Music

- Sing songs in ensemble following the tune (melody) well with good sense of pulse internally and in time with the group.
- Use voice to good effect and warm up first.
- Perform in ensemble with instructions from the leader.
- **Clap** and improvise simple rhythmic patterns including Copy back, Question and answer.
- **Sing** and improvise simple patterns including Copy back, Question and answer.
- Identify the pulse in music independently.
- Practise, rehearse and present performances with some awareness of an audience.
- Identify simple styles and instruments used (e.g. Rock, Reggae, South African, classical).
- Use basic musical language to describe music and feelings towards it.



Year 2 Brilliant Britain

Attitudes to Learning:

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
- Motivation and Curiosity
- Self-confidence and Esteem
- Independence

Computing

Programming

- Understand that devices can be controlled by sequences of commands (algorithms).
- Write, test and debug simple programs.
- Create a series of commands (algorithm) to control a real or virtual device using appropriate buttons, make predictions and estimate distances and turns.
- Evaluate own programs and debug them if need to.

Digital Literacy

- Talk about different forms of information (text, images, sound and video) and understand that some are more useful than others.
- Ask key questions about a specific topic and find information to answer them.
- Recognise the layout of a webpage, recognise web addresses, menu buttons and links.
- Know that not all information found online is useful.
- Use a child-friendly search engine to find specific given websites.
- Understand that websites have a specific address.
- Can list a range of ways to communicate and beginning to understand and use email.

Online Safety

- Use avatars instead of personal images online and understand reasons
- Talk about keeping myself safe online

Modern Languages

Early Start

- Say how they are feeling and ask others how they are feeling.
- Say their name and ask others what their name is.
- Identify and say a range of colour names, linking colours together using a simple joining word.
- Begin to understand the letter sounds in the French Alphabet and compare with English letter sounds
- •Use a range of greetings with confidence and begin to initiate simple conversation.
- •Begin to use knowledge of letter sounds to improve pronunciation.
- •Write some words from memory.
- •Show confidence working with numbers to 20; say number before/after a given number.
- •Link words and phrases with pictures.

Intercultural Understanding

- Learn about how Christmas is celebrated in France.
- Compare 'family traditions' in France and England.
- Identify similarities between foods eaten in France and England at Christmas.
- Begin to compare French and English words associated with Christmas.

History - The Great Fire of London (Samuel Pepys)

- Uses words and phrases such as recently, before, after, now, later, same, different, similarities, differences, sequencing, time, order, timeline, historical event, modern
- Sequence 5-6 events closer together in time (from a specific time period or event)
- Order dates from the same century from earliest to latest on a simple timeline.
- Sequence and compare how things have changed over time e.g. house materials, fire safety & firefighters, clothing
- Recognise how their own lives are similar and / or different from the lives of people in the past.
- Recognise and explore what it was like to live in London at the time of the Great Fire and how different people's lives were affected.
- Understand the causes of the Great Fire of London and why materials impacted how fast the fire spread.
- Understand that there were reasons why people in the past acted as they did e.g. Samuel Pepys
- Use sources to give valid reasons and explanations for questions such as 'why did the fire burn down so many houses?'
- Observe or handle evidence to find answers to simple questions about the past.
- Identify the significance of Samuel Pepys' diary in helping us to understand the events of the Great Fire
- Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.
- Use a variety of historical terms and concepts recently, before, after, now, later, same, different, similarities, differences, sequencing time, order, timeline, historical event, modern, artefact, historian, significant, famous.
- Demonstrate simple historical concepts and events through role play

PSHE & RHE

Democracy

Respect & Communication

Self-Confidence & Esteem

Our ideal classroom (1)

Suggest actions that will contribute positively to the life of the classroom;

Make and undertake pledges based on those actions.

Our ideal classroom (2)

Take part in creating and agreeing classroom rules.

Me and My Relationships & Valuing Differences

Respect & Communication

How are you feeling today?

Use a range of words to describe feelings;

Recognise that people have different ways of expressing their feelings;

Identify helpful ways of responding to other's feelings.

Being a good friend

Recognise that friendship is a special kind of relationship;

Identify some of the ways that good friends care for each other.

How do we make others feel?

Recognise and explain how a person's behaviour can affect other people.

Let's all be happy.

Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);

Explain where someone could get help if they were being upset by someone else's behaviour.

Anti-bullying

Bullying or teasing

Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;

Identify situations as to whether they are incidents of teasing or bullying.

Physical Education

Dance – Fire! Fire! (History Link)

- Copy and explore basic body actions from a range of stimuli based around the Great Fire of London.
- Show and tell using body actions to explore moods, ideas and feelings.
- Create a simple dance phrase with a beginning, middle and end.

Gymnastics

- Perform crab, caterpillar, bunny and bear travelling actions.
- Show straight, star, tuck and quarter turn jumps.
- Begin to maintain still balances on side, back, tummy, shoulders and hips.
- Perform egg, pencil, rock to stand and teddy rolling actions.
- Create a sequence using rolling, jumping and travelling.

Fundamental Movement Skills - The Place Where I Live

- Change direction easily when travelling.
- Roll a ball underarm
- Throw different objects underarm and overarm.
- Kick a ball.
- Aim at various objects using different equipment.

Science

Uses of Everyday Materials Knowledge (DT)

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Skills

- **Observe** closely and communicate with increasing accuracy the features or properties of things in the real world
- **Name / Identify** common examples, some common features or different uses
- **Sort and group** objects, materials (Maths link)
- **Compare** and contrast... a variety of things [objects, materials or living things] - focusing on the similarities as well as the differences
- With help / scaffolds, begin to ask questions such as "What will happen if...?"
- Carry out simple comparative tests as part of a group, following a **method** with some independence
- Make a simple prediction about what might happen and try to give a vague reason (even though it might not be correct)
- With support, make suggestions on a **method** for setting up a simple comparative test
- Talk about a practical way to find answers to their questions
- Begin to make decisions about which equipment to use
- Correctly and safely use **equipment provided** to make observations (hand lenses, magnifiers) and/or take simple measurements (ruler, tape measure, measuring cylinder)
- Recognise if **results** matched **predictions**. (say if results were what they expected)
- Give a simple, logical reason why something happened (*e.g. I think ... because ...*)
- Begin to discuss if the test was **unfair**
- **Record** and communicate their findings in a range of ways to a variety of audiences
- Begin to use simple scientific language (from year 2 PoS) to explain what they have found out.

Living Things and their Habitats Knowledge (seasons week)

- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Skills

- Use observations to make suggestions and/or ask questions
- Sequence / annotate photographs of change over time
- Produce increasingly detailed drawings - labelled/annotated
- With guidance, begin to notice **patterns** in their data e.g. order their findings, sequence best to worst, say what happened over time, etc.
- Use their recordings to talk about and describe what has happened

Religious Education *British Values link

Christianity Jesus

- suggest what Christians might mean when they refer to Jesus as 'the Light of the world'
- talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God
- identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) – and the symbolic meaning
- talk about the different ways that Christians might celebrate Christmas
- identify different ways that humans use light
- discuss the importance of light – as a source of comfort, security and hope
- talk about how and why light might be an important symbol
- ask questions about the value of sources of light in their own lives
- talk about the people who provide comfort, security and hope for them
- suggest ways in which they might be a light for others

Christianity – God

- retell (simply) the Genesis 1 story of creation
- suggest why Christians might think it is important to look after the world
- suggest ways that Christians might express their concern for the natural world
- describe how and why Christians might thank God for creation at Harvest festivals
- identify ways in which humans use (and abuse) the natural world
- talk about why our planet should matter to all humans – and how this should influence our behaviour*
- reflect on their own use of the world's resources*
- ask questions about what they can do to show that they care about the world*