Year 2: Habitats around the World
Autumn 1

Prime question: Where do I live? Could I live under water or in Space? Give reasons.

Subsidiary questions:

1. **Where do I live? Planet, Continent, Country, City, Town…**
2. **How do animals adapt to their habitats?**
3. **How many London landmarks can you identify and describe?**

Science: Living in habitats

- To be able to identify and classify things that are living, things that are dead and things that have never been alive.
- To observe closely that living things need to live in suitable habitats.
- To explore and observe the plants and animals that live in seaside habitats.
- To be able to explore plants and animals in an unfamiliar habitat.
- To be able to explore and describe a micro-habitat.
- To explore food chains in a habitat.

Geography: Where do I live?

- To be able to name the seven continents of the world and locate the UK on a world map.
- To be able to identify the countries and capital cities of the UK.
- To be able to identify features and characteristics of the countries of the UK.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.
- 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
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

History: Black History Month

- To learn about the lives of significant people in the past who have contributed to national and international achievements.
- What changes have they made? How has the world changed because of them?
- What could we do to be like them?

Art: Can buildings speak

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To be able to identify shapes in buildings.
- To be able to use a viewfinder to identify patterns and features in buildings.
- To be able to identify and record patterns in buildings.
- To be able to design a mural to represent a particular building.
- To be able to create a section of a mural based on a previous design.

Music: Electronic drums

- Play tuned and untuned instruments musically Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Computing: Information technology around us

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- 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

Year 2: A Colourful Life
Autumn 2

Prime question: How does colour affect your mood and choices?

Subsidiary questions:

1. **How does colour impact significant people?**
2. **How can music influence your mood?**

Science: Exploring everyday materials.

- To be able to identify a variety of materials and sort them according to a variety of criteria
- To be able to identify and classify natural and man-made materials.
- To identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't.
- To identify the suitability of metal and plastic for a variety of purposes.
- To identify different products that can be made from wood and their features and purposes.
- To identify different materials that are used for the same product.
- To identify material inventions and discoveries.

History: Victorians

- To learn about the lives of significant people in the past, events compare modern and Victorian schooling
- To communicate through drama their understanding of the nature of school life in Victorian times
- To consider how attitudes to children and childhood changed over time
- Identify distinctive features of a Victorian school
- Produce a dialogue that contains appropriate historical detail
- To recall information about the life of children in Victorian times

Art: Colour Creations

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To be able to identify colours used by Kandinsky and make links to how they are associated with them.
- To be able to identify primary colours and describe the differences and similarities of the colours and tones used by Kandinsky.
- To be able to mix primary colours to create secondary colours.
- To be able to create light and dark shades of colour.
- To be able to produce art based on the work of Kandinsky and making links to their own work.

Music: Music theory with keyboards

- Use their voices expressively and creatively by singing and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing: Digital photography

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school

Year 2: St Lucia
Spring 1

Prime question: **Where is St Lucia on the world map?**

Subsidiary questions:

1. **What is an island?**
2. **How would we get to St Lucia?**
3. **Guess how long a flight would take from the nearest international airport.**
4. **Look at a map of the Caribbean. Can the children find St Lucia?**
5. **What do you think St Lucia might be like?**
6. **Have any children been to the Caribbean?**

Science: Animals including humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Geography: St Lucia

- To locate the world's continents and oceans
- Identify seasonal and daily weather patterns in the United Kingdom
- Identify seasonal and daily weather patterns in St Lucia
- Look at the different human features in both countries

Design Technology: Puppets

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.

Evaluate their ideas and products against design criteria.

Music: Singing

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Computing: Robot algorithms

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Year 2: Can Nature Communicate?
Spring 2

Prime question: Can nature communicate?

Subsidiary questions:

1. **How has communication evolved over the decades? Who influenced this?**
2. **Are natural resources better than man-made? How can we prove it?**

Science: Secret World of Plants

- To find out what plants need to grow.
- To find out what plants need to stay healthy.
- To explore and compare plants that are living, dying or dead, and discover how we can help dying plants live longer, or reproduce.
- To observe and describe how plants grow.
- To begin to describe how plants mature and reproduce.

History: Communication Then and Now

- To find out about early writing systems and the changes within living memory.
- To find out who William Caxton was and what he introduced to Britain.
- To find out about the invention of telegraphs and Morse code.
- To find out about Tim Berners-Lee and what he invented.
- To compare the lives of William Caxton and Tim Berners-Lee.
- To summarise the history of communication.

Design Technology: Perfect Pizza

- Use the basic principles of a healthy and varied diet to prepare dishes
- To understand where food comes from

Music: Songwriting with glockenspiels

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing: Pictograms

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- 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

Year 2 Experiment and Explore Galore!
Summer 1

Prime question: How did Mary Seacole influence our future?

Subsidiary questions:

1. **How do we create and plan experiments?**
2. **What are the purpose of maps and how do we use them?**

Science: Super Scientists

- To investigate the effect gravity has on everyday objects.
- To investigate what happens to light when it passes through different transparent objects.
- To investigate whether sound can pass through materials.
- To investigate our senses and reflexes.
- To investigate how germs are transferred by touching things.
- To investigate electrical circuits to make a lightbulb light up.

History: Mary Seacole

- To learn about the lives of significant individuals in the past who have contributed to national and international achievements (understand the events in her life that made Mary Seacole famous)

Art: Art around the world

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To be able to create drawings using a variety of media to reflect British wildlife.
- To be able to manipulate paper to create a sculpture African animal art.
- To be able to explore and create patterns.
- To be able to create animal art in the style of aboriginal dot art.
- To be able to make 3D artwork (sculpture)of a rainforest animal.
- To explore the use of animals as symbolism in Native American art.

To be able to use paint to create animal artwork.

Music: Keyboards

- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing: Making music

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Year 2: Super Skills
Summer 2

Prime question: How can we use our skills and knowledge to investigate?

Subsidiary questions:

- What is the difference between knowledge and skills?
- How can we apply our skills to investigate?
- How do you evaluate and conclude?

Science: Super Scientists!

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Geography: Map Makers

- To be able to use compass points to navigate around a map.
- To use aerial photographs and plan perspectives to recognise and create landmarks
- Use simple fieldwork and observational skills to study the geography of their school and surroundings.
- To devise a simple map and use and construct basic symbols in a key.
- To design a map, referring to key human features.
- To create a 3D map using their town designs.

Design Technology: Windmills

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.
- Evaluate their ideas and products against design criteria.

Music: Class jam

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing: Programming quizzes

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content