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| **1st half of Autumn term** | **What do I need to be me?****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, describe the importance for humans of exercise, eating the right amounts of different types of foods and hygiene. How can I keep fit and healthy and make the right choices for me? Pupils will find out about exercise and food that will help them to grow and keep well.**Design and technology**: design purposeful, functional, appealing products for themselves and other users based on design criteria, generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.**Cooking and nutrition:** use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from**Art and design:** to use drawing, painting and sculpture to share their ideas, experiences and imagination: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**Music:** use their voices expressively by singing songs and speaking chants and rhymes: experiment with, create, select and combine sounds using the inter-related dimensions of music |
| **2nd half of Autumn term** | **Flying High**In this Unit pupils will explore man’s fascination with flight. They will learn about the Wright brothers and the invention of powered flight and how aeroplanes have changed people’s lives.**History:** events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)**Geographical skills and fieldwork:** use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use andconstruct basic symbols in a key.**Music:** use their voices expressively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically:  experiment with, create, select and combine sounds using the inter-related dimensions of music.**Art and design**: to use a range of materials creatively to design and make products, about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practicesand disciplines, and making links to their own work.**Design and technology:** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology: design, make, evaluate, technical knowledge |
| **1st half of Spring term** | Town Mouse and The Country MouseIn this unit the pupils use the story of the town mouse and country mouse to explore a contrasting locality.**Living things and their habitats:** explore and compare the differences between things that are living, dead, and things that have never been alive, ,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, identify and name a variety of plants and animals in their habitats, including micro-habitats, 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.**Music:** use their voices expressively by singing songs and speaking chants and rhymes, listen with concentration and understanding to a range of high-quality live and recorded music.**Art and design:** to use drawing, painting and sculpture to share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**Geography:** Location knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasHuman and physical geography: 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, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shopGeographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |
| **2nd half of Spring term** | Sowing and GrowingThis Unit explores commercial farming and growing our own food and plant products, the conditions necessary to do so and the ways plants can be used.Trading Places**Science: working scientifically, plants**: 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.**Design and technology:** Cooking and nutrition: use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.**Art and design:** to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.**Music:** use their voices expressively by singing songs and speaking chants and rhymes, experiment with, create, select and combine sounds using the inter-related dimensions of music.  |
| **1st half of Summer term** | Britain or Brazil?In this Unit pupils will find out about the geography of a different country and start to explore the countries culture through an imaginary ‘Life Swap’.As the academic Year comes to a close, this transition Unit looks at travel and explores popular holiday destinations at home and abroad. (It also prepares the pupils for their journey to KS2.)**Geography: Location knowledge:** name and locate the world’s seven continents and five oceans**:** Place knowledgeunderstand geographical similarities and differences through studying the human and physical geography of a small area of the UnitedKingdom, and of a contrasting non-European country: Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to theEquator and the North and South Poles: Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.**Design and technology:** design, make, evaluate, technical knowledge**Art and design:** to use drawing, painting and sculpture to share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. **Music:** use their voices expressively 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. |
| **2nd half of Summer term**  | Pirates (seaside) / National Celebrations/ Home and awayPupils will gain an understanding of the natural world, comparing hot and cold regions of the world as well as viewing their own environment through the study of wind and clouds.Uses of everyday materials* 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, bedning, twisting and stretching.

**Geography**: Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European countryHuman and physical geography: 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, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork: use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right)to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physicalfeatures of its surrounding environment.**Music:** use their voices expressively by singing songs and speaking chants and rhymes, listen with concentration and understanding to a range of high-quality live and recorded music.**History:** The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).**Art and design:** to use drawing, painting and sculpture to share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. |

Year 2 2017/2018