

Year 2 - Shake, Rattle & Roll

	Science	Geography	History	DT	Art
Learning Objectives	<p>Working scientifically</p> <ul style="list-style-type: none"> To work scientifically <p>Chemistry</p> <ul style="list-style-type: none"> To investigate materials <p>Physics</p> <ul style="list-style-type: none"> To understand movement, forces and magnets To investigate sound and hearing To understand electrical circuits 	<ul style="list-style-type: none"> To investigate patterns To communicate geographically 	<ul style="list-style-type: none"> To investigate and interpret the past To build an overview of world history To understand chronology To communicate historically 	<ul style="list-style-type: none"> To master practical skills To design, make, evaluate and improve To take inspiration from design throughout history <p>DT to be taught using the following cycle:</p> <p>Evaluate Explore skills Design Make Evaluate</p>	<ul style="list-style-type: none"> To develop ideas To master techniques To take inspiration from the greats <p>Art to be taught using the following cycle:</p> <p>Evaluate Explore skills Plan Create Evaluate</p>
Milestones	<p>To work scientifically</p> <ul style="list-style-type: none"> Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. <p>Chemistry</p> <p>To investigate materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. <p>To understand movement, forces and magnets</p> <ul style="list-style-type: none"> Notice and describe how things move, using simple comparisons such as faster and slower. Compare how different things move. <p>To investigate sound and hearing</p> <ul style="list-style-type: none"> Observe and name a variety of sources of sound, noticing that we hear with our ears. <p>To understand electrical circuits</p> <ul style="list-style-type: none"> Construct a simple series electrical circuit. 	<p>To investigate patterns</p> <ul style="list-style-type: none"> 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 country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school. <p>To communicate geographically</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features, including: city, town, village, factory, farm, house, office and shop. 	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	<p>To master practical skills</p> <p>Construction</p> <ul style="list-style-type: none"> Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. <p>Mechanics</p> <ul style="list-style-type: none"> Create products using levers, wheels and winding mechanisms. <p>To take inspiration from design throughout history</p> <ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. <p>To design, make, evaluate and improve</p> <ul style="list-style-type: none"> Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. Use software to design. 	<p>To develop ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.

PSCHE	Healthy me	
RE	Belonging to Islam See Staff drive for plans and ideas Big Question: How do we belong?	
PE units	Indoor: Dance Weathers and Seasons	Outdoor: Games Activities 2 (Across the Autumn Term)
Spanish	Classroom language and items & Christmas	
Educational experience	<ul style="list-style-type: none"> Library visits African drum workshop Visit to a local place of worship - Catholic Church - whole class	