

Year 2

Topic	Geography	History	Art	DT	Music	Science
 <p><b>Autumn 1</b></p> <p><b>What would a migrating bird see on its journey?</b></p> <p><b>Autumn 2</b></p> <p><b>How can humans fly?</b></p>	<p><b>Birds migrating topic</b></p> <p><b>3b</b></p> <p>Use basic geographical vocabulary to refer to:</p> <p>i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>4a</b></p> <p>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.</p> <p><b>4b</b></p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p><b>4c</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p><b>1b</b></p> <p><b>Events beyond living memory that are significant nationally or globally, the first aeroplane flight.</b></p>	<p><b>1a</b></p> <p>Use a range of materials creatively to design and make products.</p> <p><b>1b</b></p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>1c</b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>1d</b></p> <p>Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>When designing and making, pupils should be taught to:</p> <p><b>1a</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p><b>1b</b></p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>2a</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>3a</b></p> <p>Explore and evaluate a range of existing products</p> <p><b>3b</b></p> <p>Evaluate their ideas and products against design criteria.</p> <p><b>4a</b></p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><b>4b</b></p> <p>Explore and use mechanisms [for example, levers, sliders, wheels</p>	<p><b>1a</b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><b>1b</b></p> <p>Play tuned and un-tuned instruments musically.</p> <p><b>1c</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>1d</b></p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>3. Animals, including humans</b></p> <p><b>3a</b></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p><b>3b</b></p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><b>3c</b></p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>5. Living things and their habitats</b></p> <p><b>5a</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p><b>5b</b></p> <p>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</p> <p><b>5c</b></p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p><b>5d</b></p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify</p>

and axes], in their products.

**5a**

Use the basic principles of a healthy and varied diet to prepare dishes

**5b**

Understand where food comes from.

and name different sources of food.

**1. Working scientifically**

Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

**1a**

Asking simple questions and recognising that they can be answered in different ways

**1b**

Observing closely, using simple equipment

**1c**

Performing simple tests

**1d**

Identifying and classifying

**1e**

Using their observations and ideas to suggest answers to questions

**1f**

Gathering and recording data to help in answering questions.