Year 2 Term 1- Knowledge and Skills

Curriculum Intent	*Attain an appreciation for literature, art, music within the breadth of the National Curriculum.*
Power of Reading Text	Here Comes Frankie Beegu
Cornerstones Unit	Muck, Mess, Mixtures
Companion project	

	Knowledge	Skills
Science	• Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay. • The results are information that has been found out from an investigation and can be used to answer a question. • Data can be recorded and displayed in different ways, including tables, charts, pictograms, and drawings. • Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels. • Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. • Some foods, such as ice and chocolate, melt when heated, but then harden (solidify or freeze) when cooled. • A material's physical properties make it suitable for purposes, such as glass for windows and brick for building walls. Many materials are used for more than one purpose, such as metal for cutlery and cars.	• Describe how some objects and materials can be changed and how these changes can be desirable or undesirable. • Notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. • Use simple equipment to measure and make observations. • Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. • Observe objects, materials, living things and changes over time, sorting, and grouping them based on their features and explaining their reasoning. • Observe what happens when a range of everyday materials, including foods, are heated, and cooled, sorting, and grouping them based on their observations. • Compare the suitability of a range of everyday materials for uses, including wood, metal, plastic, glass, brick, rock, paper, and cardboard.
Geography		
History		
Computing	• Digital technology, such as email, social media platforms or blogs, can be used by individuals to communicate and connect with others but should be used appropriately, including using language that is not hurtful or disrespectful to others, having adult supervision or following the school's acceptable use policy. • Multimedia components, such as text, images, audio, and video clips, can be created, edited, and combined to create content for a range of tasks. • Hardware, such as cameras, scanners, and data loggers, can be used to collect data. • Each type of software, such as word processing, presentation, and image editing, can be used for different purposes, including writing reports and creating slide shows or posters. • Digital technology is used in everyday life and can be used to support learning and connect with others. • A device is online if it is connected to the internet or a network and can communicate with other devices. A device is offline if it is not connected to the internet or network and cannot connect to other devices.	• Use digital technology appropriately to communicate and connect with others locally and globally. • Create and edit multimedia components for a range of tasks. • Use computing hardware in different ways to collect data. • Use different types of software and identify their purposes. • Recognise why digital technology is used in the classroom, home, and community. • Recognise and demonstrate that some information can be found online and some offline.
Design and Technology	• Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills. • Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking, and using information and communication technology. • Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials. • Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned. • Some ingredients need to be prepared before they can be cooked or eaten. There are many ways to prepare ingredients: peeling skins using a vegetable peeler, such as potato skins; grating hard ingredients, such as cheese or chocolate; chopping vegetables, such as onions and peppers and slicing foods, such as bread and apples. • A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables. • Cows provide beef, sheep provide lamb and mutton, and pigs provide pork, ham, and bacon. Examples of poultry include chickens, geese, and turkeys. Examples of fish include cod, salmon, and shellfish. Milk comes mainly from cows but also from goats and sheep. Most eggs come from chickens. Honey is made by bees. Fruit and vegetables come from plants. Oils are made from parts of plants. Sugar is made from plants called sugar cane and sugar beet. Plants also give us nuts, such as almonds, walnuts, and hazelnuts.	• Work safely and hygienically in construction and cooking activities. • Generate and communicate their ideas through a range of different methods. • Select the appropriate tool for a task and explain their choice. • Explain how closely their finished products meet their design criteria and say what they could do better in the future. • Prepare ingredients by peeling, grating, chopping, and slicing. • Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal. • Identify the origin of some common foods (milk, eggs, some meats, common fruit, and vegetables).
Art and Design	• Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. • A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas. • Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form, and texture. • The secondary colours are green, purple, and orange. These colours can be made by mixing primary colours together. • Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist, or the artist created a large body of work over a long period of time.	• Select the best materials and techniques to develop an idea. • Make simple sketches to explore and develop ideas. • Analyse and evaluate their own and others' work using artistic vocabulary. • Press objects into a malleable material to make textures, patterns, and imprints. • Identify and mix secondary colours. • Explain why a painting, piece of artwork, body of work or artist is important.

Year 2 Term 2- Knowledge and Skills

Curriculum Intent	*Appreciate the benefits of diversity by understanding own and other's cultures and traditions.*
Power of Reading Text	Anna Hibiscus Christmas week - It's a No-Money Day
Cornerstones Unit	Movers and Shakers
Companion project	Habitats

	Knowledge	Skills
Science	• Human offspring go through different stages as they grow to become adults. These include baby, toddler, child, teenager, adult, and elderly. • The results are information that has been found out from an investigation and can be used to answer a question. • Data can be recorded and displayed in different ways, including tables, charts, pictograms, and drawings. • Questions can help us find out about the world. • Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels. • Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. • Objects, materials and living things can be looked at, compared, and grouped according to their features. • A habitat is a place where a living thing lives. A microhabitat is a very small habitat. • Food chains show how living things depend on one another for food. All food chains start with a plant, followed by animals that either eat the plant or other animals. • Local habitats include parks, woodland, and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans, and mountains. All living things live in a habitat to which they are suited, and it must provide everything they need to survive. • Living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive.	• Describe the stages of human development (baby, toddler, child, teenager, adult, and elderly). • Notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. • Use a range of methods (tables, charts, diagrams, and Venn diagrams) to gather and record simple data with some accuracy. • Ask and answer scientific questions about the world around them. • Use simple equipment to measure and make observations. • Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. • Observe objects, materials, living things and changes over time, sorting, and grouping them based on their features and explaining their reasoning. • Identify and name a variety of plants and animals in a range of habitats and microhabitats. • Interpret and construct simple food chains to describe how living things depend on each other as a source of food. • Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans, and mountains) and what all habitats provide for the things that live there. • Compare and group things that are living, dead or have never been alive.
Geography	• A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.	• Name, locate and explain the significance of a place.
History	• Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport, and entertainment, may be similar or different to those used and enjoyed by people today. • Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. • A year is 365 days, and a leap year is 366 days. A decade is 10 years. A century is 100 years. • Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. • A viewpoint is a person's own opinion or way of thinking about something. • Commemorative buildings, monuments, newspapers, and photographs tell us about significant people, events, and places in our local community's history. • Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. • Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. • Important individual achievements include great discoveries and actions that have helped many people. • A timeline is a display of events, people, or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	• Describe the everyday lives of people in a period within or beyond living memory. • Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story, or biography. • Use the historical terms year, decade, and century. • Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. • Use historical sources to begin to identify viewpoint. • Describe, in simple terms, the importance of local events, people and places. • Use historical models to make judgements about significance and describe the impact of a significant historical individual. • Describe how an aspect of life has changed over time. • Describe and explain the importance of a significant individual's achievements on British history. • Sequence significant information in chronological order.
Computing	• Each type of software, such as word processing, presentation, and image editing, can be used for different purposes, including writing reports and creating slide shows or posters. • Software is available that can be used to represent collected data digitally, such as in a pictogram or bar chart. • A device is online if it is connected to the internet or a network and can communicate with other devices. A device is offline if it is not connected to the internet or network and cannot connect to other devices.	• Use different types of software and identify their purposes. • Use data handling skills to represent data digitally. • Recognise and demonstrate that some information can be found online and some offline.
Design and Technology	• Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials. • Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong, but it can be difficult to paint.	• Select the appropriate tool for a task and explain their choice. • Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.
Art and Design		

Year 2 Term 3 - Knowledge and Skills

Curriculum Intent	*Attain an appreciation for literature, art, music within the breadth of the National Curriculum.*
Power of Reading Text	Poems to Perform
Cornerstones Unit	Bounce
Companion project	

	Knowledge	Skills
Science	• Humans need water, food, air, and shelter to survive. • A healthy lifestyle includes exercise, good personal hygiene, good quality sleep and a balanced diet. Risks associated with an unhealthy lifestyle include obesity, tooth decay and mental health problems. • Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay. • The results are information that has been found out from an investigation and can be used to answer a question. • Data can be recorded and displayed in different ways, including tables, charts, pictograms, and drawings. • Questions can help us find out about the world. • Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels. • Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. • Objects, materials and living things can be looked at, compared, and grouped according to their features. • Animals need water, food, air, and shelter to survive. Their habitat must provide all these things.	• Describe what humans need to survive. • Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene. • Describe how some objects and materials can be changed and how these changes can be desirable or undesirable. • Notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. • Use a range of methods (tables, charts, diagrams, and Venn diagrams) to gather and record simple data with some accuracy. • Ask and answer scientific questions about the world around them. • Use simple equipment to measure and make observations. • Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. • Observe objects, materials, living things and changes over time, sorting, and grouping them based on their features and explaining their reasoning. • Explain how animals, including humans, need water, food, air, and shelter to survive.
Geography		
History		
Computing	• Multimedia components, such as text, images, audio, and video clips, can be created, edited, and combined to create content for a range of tasks. • Hardware, such as cameras, scanners, and data loggers, can be used to collect data. • The internet is used to connect computers or devices around the world. The internet is an important part of life for many people. However, some people spend too much time on devices, which can have a negative impact on people's mental and physical health.	• Create and edit multimedia components for a range of tasks. • Use computing hardware in different ways to collect data. • Recognise some uses of the internet, in simple terms and some of its benefits and drawbacks.
Design and Technology	• Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills. • A mechanism is a device that takes one type of motion or force and produces a different one. A mechanism makes a job easier to do. Mechanisms include sliders, levers, linkages, gears, pulleys, and cams. • Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned.	• Work safely and hygienically in construction and cooking activities. • Use a range of mechanisms (levers, sliders, wheels, and axles) in models or products. • Explain how closely their finished products meet their design criteria and say what they could do better in the future.
Art and Design	• Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. • A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas. • Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form, and texture. • Malleable materials, such as clay, plasticine, or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. • Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories, and historical events.	• Select the best materials and techniques to develop an idea. • Make simple sketches to explore and develop ideas. • Analyse and evaluate their own and others' work using artistic vocabulary. • Press objects into a malleable material to make textures, patterns, and imprints. • Describe similarities and differences between artwork on a common theme.

Year 2 Term 4- Knowledge and Skills

Curriculum Intent	*Sustain and improve the environment, locally and globally.*
Power of Reading Text	The Storm Whale
Cornerstones Unit	Beach Combers
Companion project	N/A

	Knowledge	Skills
Science	• Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay. • The results are information that has been found out from an investigation and can be used to answer a question. • Data can be recorded and displayed in different ways, including tables, charts, pictograms, and drawings. • Questions can help us find out about the world. • Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels. • Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. • Objects, materials and living things can be looked at, compared, and grouped according to their features. • A habitat is a place where a living thing lives. A microhabitat is a very small habitat. • Animals need water, food, air, and shelter to survive. Their habitat must provide all these things. • Local habitats include parks, woodland, and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans, and mountains. All living things live in a habitat to which they are suited, and it must provide everything they need to survive. • Living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive.	• Describe how some objects and materials can be changed and how these changes can be desirable or undesirable. • Notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. • Use a range of methods (tables, charts, diagrams, and Venn diagrams) to gather and record simple data with some accuracy. • Ask and answer scientific questions about the world around them. • Use simple equipment to measure and make observations. • Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. • Observe objects, materials, living things and changes over time, sorting, and grouping them based on their features and explaining their reasoning. • Identify and name a variety of plants and animals in a range of habitats and microhabitats. • Explain how animals, including humans, need water, food, air, and shelter to survive. • Compare and group things that are living, dead or have never been alive.
Geography	• A physical feature is one that forms naturally and can change over time due to weather and other forces. • A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.	• Describe the size, location, and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, and vegetation. • Draw or read a range of simple maps that use symbols and a key.
History		
Computing	• Multimedia components, such as text, images, audio, and video clips, can be created, edited, and combined to create content for a range of tasks. • The internet is used to connect computers or devices around the world. The internet is an important part of life for many people. However, some people spend too much time on devices, which can have a negative impact on people's mental and physical health. • Digital technology is used in everyday life and can be used to support learning and connect with others.	• Create and edit multimedia components for a range of tasks. • Recognise some uses of the internet, in simple terms and some of its benefits and drawbacks. • Recognise why digital technology is used in the classroom, home, and community.
Design and Technology	• Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills. • Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials. • Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong, but it can be difficult to paint.	• Work safely and hygienically in construction and cooking activities. • Select the appropriate tool for a task and explain their choice. • Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.
Art and Design	• Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. • A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas. • Malleable materials, such as clay, plasticine, or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. • Natural forms are objects found in nature and include flowers, pinecones, feathers, stones, insects, birds, and crystals. • A landscape is a piece of artwork that shows a scenic view. • Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories, and historical events.	• Select the best materials and techniques to develop an idea. • Make simple sketches to explore and develop ideas. • Press objects into a malleable material to make textures, patterns, and imprints. • Draw, paint and sculpt natural forms from observation, imagination, and memory. • Draw or paint features of landscape from memory, imagination, or observation, with some attention to detail. • Describe similarities and differences between artwork on a common theme.

Year 2 Term 5 - Knowledge and Skills

Curriculum Intent	*Appreciate the benefits of diversity by understanding own and other's cultures and traditions.*
Power of Reading Text	Shu Lin's Grandpa
Cornerstones Unit	Towers, Tunnels and Turrets
Companion project	Where do worms like to live?

	Knowledge	Skills
Science	• The results are information that has been found out from an investigation and can be used to answer a question. • Data can be recorded and displayed in different ways, including tables, charts, pictograms, and drawings. • Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels. • Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. • Objects, materials and living things can be looked at, compared, and grouped according to their features. • A habitat is a place where a living thing lives. A microhabitat is a very small habitat. • Local habitats include parks, woodland, and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans, and mountains. All living things live in a habitat to which they are suited, and it must provide everything they need to survive.	• Notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. • Use a range of methods (tables, charts, diagrams, and Venn diagrams) to gather and record simple data with some accuracy. • Use simple equipment to measure and make observations. • Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. • Observe objects, materials, living things and changes over time, sorting, and grouping them based on their features and explaining their reasoning. • Identify and name a variety of plants and animals in a range of habitats and microhabitats. • Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans, and mountains) and what all habitats provide for the things that live there.
Geography	• Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports, and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. • Materials found in the environment can be natural (rock, stone, water, sand, soil, water, and clay) and man-made (brick, glass, plastic, and concrete). Natural and man-made materials are used to make human features. • A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. • A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China, and Egypt are non-European countries. European countries include the United Kingdom, Germany, France, and Spain. • A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.	• Use geographical vocabulary to describe how and why people use a range of human features. • Describe the properties of natural and man-made materials and where they are found in the environment. • Draw or read a range of simple maps that use symbols and a key. • Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. • Name, locate and explain the significance of a place.
History	• Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport, and entertainment, may be similar or different to those used and enjoyed by people today. • Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. • Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. • A viewpoint is a person's own opinion or way of thinking about something. • A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. • Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. • A timeline is a display of events, people, or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	• Describe the everyday lives of people in a period within or beyond living memory. • Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story, or biography. • Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned • Use historical sources to begin to identify viewpoint. • Describe what it was like to live in a different period. • Use historical models to make judgements about significance and describe the impact of a significant historical individual. • Sequence significant information in chronological order.
Computing	• Multimedia components, such as text, images, audio, and video clips, can be created, edited, and combined to create content for a range of tasks. • Computers and devices can be linked in different ways, such as through a network, the internet and Bluetooth. This allows for the sharing of resources. • Hardware, such as cameras, scanners, and data loggers, can be used to collect data. • Each type of software, such as word processing, presentation, and image editing, can be used for different purposes, including writing reports and creating slide shows or posters.	• Create and edit multimedia components for a range of tasks. • Recognise that computers can be linked to share resources and digital content can be stored, organised, and retrieved. • Use computing hardware in different ways to collect data. • Use different types of software and identify their purposes.
Design and Technology	• Products can be improved in different ways, such as making them easier to use, more hardwearing or more attractive. • Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking, and using information and communication technology. • Structures can be made stronger, stiffer, and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable. • Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned. • Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong, but it can be difficult to paint. • Many key individuals have helped to shape the world. These include engineers, scientists, designers, inventors, and many other people in important roles.	• Explain how an everyday product could be improved. • Generate and communicate their ideas through a range of different methods. • Explore how a structure can be made stronger, stiffer, and more stable. • Explain how closely their finished products meet their design criteria and say what they could do better in the future. • Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. • Explain why a designer or inventor is important.
Art and Design		

Year 2 Term 6 - Knowledge and Skills

Curriculum Intent	*Challenge injustice and strive to live peacefully with others.*
Power of Reading Text	Look Up
Cornerstones Unit	Land Ahoy!
Companion project	N/A

	Knowledge	Skills
Science	• Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay. • Some objects float and others sink. Objects that float are typically light or hollow. Objects that sink are typically heavy or dense. • Models can have moving parts that use levers, sliders, wheels, and axles. • Data can be recorded and displayed in different ways, including tables, charts, pictograms, and drawings. • Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. • A material's physical properties make it suitable for purposes, such as glass for windows and brick for building walls. Many materials are used for more than one purpose, such as metal for cutlery and cars.	• Describe how some objects and materials can be changed and how these changes can be desirable or undesirable. • Sort and group objects that float and sink. • Make models with moving parts. • Use a range of methods (tables, charts, diagrams, and Venn diagrams) to gather and record simple data with some accuracy. • Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. • Compare the suitability of a range of everyday materials for uses, including wood, metal, plastic, glass, brick, rock, paper, and cardboard.
Geography	• An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). • Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying, or classifying and recording. • A physical feature is one that forms naturally and can change over time due to weather and other forces. • An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America, and South America. • The characteristics of countries include their size, landscape, capital city, language, currency, and key landmarks. England is the biggest country in the United Kingdom. • The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. • The four cardinal points on a compass are north, south, east, and west. A route is a set of directions that can be used to get from one place to another. • A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. • A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.	• Study aerial photographs to describe the features and characteristics of an area of land. • Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. • Describe the size, location, and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, and vegetation. • Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. • Identify characteristics of the four countries and major cities of the UK. • Locate the equator and the North and South Poles on a world map or globe. • Use simple compass directions to describe the location of features or a route on a map. • Draw or read a range of simple maps that use symbols and a key. • Name, locate and explain the significance of a place.
History	• Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. • Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. • Important individual achievements include great discoveries and actions that have helped many people. • A timeline is a display of events, people, or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	• Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story, or biography. • Use historical models to make judgements about significance and describe the impact of a significant historical individual. • Describe and explain the importance of a significant individual's achievements on British history. • Sequence significant information in chronological order.
Computing	• Robots can be programmed to follow a series of instructions using algorithms. • Multimedia components, such as text, images, audio, and video clips, can be created, edited, and combined to create content for a range of tasks. • Computers' behaviour can be predicted, and the outcome tested by following the steps of an algorithm and recognising that the computer will follow instructions precisely. • Hardware, such as cameras, scanners, and data loggers, can be used to collect data. • Digital technology is used in everyday life and can be used to support learning and connect with others.	• Plan and enter a sequence of instructions using a robot, specifying distance and angle of turn. • Create and edit multimedia components for a range of tasks. • Create a simple solution that tests an idea, predict the outcome and test, and debug the solution to ensure that it works. • Use computing hardware in different ways to collect data. • Recognise why digital technology is used in the classroom, home, and community.
Design and Technology	• A mechanism is a device that takes one type of motion or force and produces a different one. A mechanism makes a job easier to do. Mechanisms include sliders, levers, linkages, gears, pulleys, and cams. • A series circuit is made up of an energy source, such as a battery or cell, wires, and a bulb. The circuit must be complete for the electricity to flow. • Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking, and using information and communication technology. • Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials. • Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned. • Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong, but it can be difficult to paint.	• Use a range of mechanisms (levers, sliders, wheels, and axles) in models or products. • Create an operational, simple series circuit. • Generate and communicate their ideas through a range of different methods. • Select the appropriate tool for a task and explain their choice. • Explain how closely their finished products meet their design criteria and say what they could do better in the future. • Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.
Art and Design	• Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. • A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas. • A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. • Textures include rough, smooth, ridged, and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones and can be rubbed onto paper and smudged. • Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories, and historical events.	• Select the best materials and techniques to develop an idea. • Make simple sketches to explore and develop ideas. • Use the properties of various materials, such as clay or polystyrene, to develop a block print. • Use the properties of pencil, ink, and charcoal to create different patterns, textures, and lines, and explore shape, form, and space. • Describe similarities and differences between artwork on a common theme.