

Year 2 Unit of Learning – Autumn 1

<p>Values Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p>Learning Dispositions Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p>Central Idea Imagination is a powerful tool for extending our ability to think, create and express ourselves. Heroes and Monsters</p>	<p>Guiding Questions What is imagination? How do people use their imagination? Who is a good thinker?</p>	
<p>Computing Using Technology Effectively I can use authoring tools to create my own content and begin to add basic effects for purpose such as changing the font size, background colour, adding sound etc. I can develop my understanding of how to save and retrieve work on multiple devices to build upon activities overtime</p> <p>Online Safety I recognise the importance of keeping information private</p>		<p>Core Texts/ Visits <i>Where the Wild Things Are</i></p> <p>Suggested visit: Royal Naval College - Myths and Masks</p>	<p>Religious Education Greenwich Windows on Faith Hinduism 1, Hindu Worship Unit 2 Key Questions What is the importance of families in Hinduism? Why are honesty and truthfulness important in Hinduism? How do Hindus pray at home and in the Temple? The Hindu Home Respect for all people and living things, the importance of caring for others, importance of honesty and truthfulness love and loyalty between member of the extended family value of the relationship between brother and sister and the Festival of Raksha Bandhan, worship at home – the home shrine, Namaste - symbol of respect and greeting The Hindu Mandir worship in a Mandir, the role of the Hindu priest, the role of divine images, Prashad (food offered, blessed and served after prayer)</p>	<p>PHSE Link to Values I can recognise what I like and dislike and name the feelings attached to these. I agree and follow rules in the classroom. I recognise the choices I make and know the difference between right and wrong.</p>
<p>Physical Education Knowledge and Skills Games – Throwing and Catching I can master basic movements such as running, jumping, throwing, catching, and begin to apply these in a range of activities I can participate in team games, developing simple tactics for attacking and defending I can improve the way I coordinate and control my body and a range of equipment. Dance - Communication I can perform dances using simple movement patterns and communicate moods and feelings. I can explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance.</p>	<p>Physical Education Evaluation, Fitness and Health I can recognise and describe what my body feels like during different types of activity I can recognise good quality in performance I can understand the importance of warming up and cooling down</p>	<p>Writing Genres</p> <p>Fiction Narrative – traditional, real life and extended writing (adventure) Letter Diary Entry Non-Fiction Instructions Non-chronological reports</p>	<p>Music I carefully choose and order sounds for effect I identify and confidently control sounds I can create short melodic patterns I create and repeat short rhythmic phrases I show physical control when playing instruments I use changes in pitch to express an idea I can identify pulse in music I know how sounds can be made and changed</p>	<p>Singing I can use my voice expressively I can make sounds that are very different I can sing dynamically I can imitate changes in pitch I enjoy singing I can sing as part of a group</p>
<p>Science Knowledge and Skills Everyday Materials I can identify a variety of everyday materials. I can compare different materials. I can discuss the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. I might be able to compare he uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p>	<p>Science Working Scientifically I can think of a question/ I can say my question. I can choose a method (from suggested) and explain why. I can explain why something is fair. I can use my experience to suggest why something might happen. I can record my measurements using standard measures. I can observe carefully using simple equipment (e.g., magnifying glasses) I can use labelled diagrams to show what I found. I can say what I have found out</p>	<p>Geography I can name and locate the world's 7 continents and 5 oceans. I can 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 I can name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Art Painting I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines and make links to my own work. Key Skills Drawing: Lines and Marks I can use my sketch book as a starting point for my artwork Refer to KS1 Progression in Art and Design Skills</p>	<p>Design Technology Structures Design I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate I can explore and evaluate a range of existing products Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable</p>

Year 2 Unit of Learning – Autumn 2

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p>Take One Picture</p>		<p style="text-align: center;">Guiding Questions</p> <p>What is a celebration? How do people celebrate? What are the similarities and differences amongst celebrations?</p>		
<p style="text-align: center;">Computing</p> <p>How Computers Work</p> <p>I recognise that different types of information come from many different sources e.g. using web sites, TV, iPads, online news stories, social media etc.</p> <p>I am familiar with the many uses of computers</p> <p>I recognise the opportunities that computers offer to the people, work and everyday life</p> <p>Online Safety</p> <p>I am aware of where to go or who to talk to if I feel vulnerable</p>		<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">People recognise important events through celebrations and traditions.</p> <p style="text-align: center;">Celebrations</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Celebrations Unit</p> <p>How are special occasions celebrated? What is it like to share a celebration? What is a Religious Festival? – the Festival of Christmas What is a Religious Festival? – the Festival of Hanukkah How do religious believers celebrate the meaning of a festival? What have we learnt about the festivals?</p>			<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I can identify positive achievements and one thing I want to improve on. I know that people and other living things have needs and responsibilities. I can identify responsibilities that I have at home and elsewhere. I recognise how my behaviour affects the people around me.</p>
		<p style="text-align: center;">Physical Education Knowledge and Skills</p> <p>Gymnastics – Wide and narrow</p> <p>I can develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>I can remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p>Dance - Choreography</p> <p>I can perform dances using simple movement patterns that express and communicate moods, ideas and feelings</p> <p>I can compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional idea.</p>			<p style="text-align: center;">Physical Education Evaluation, Fitness and Health</p> <p>I can recognise and describe what my body feels like during different types of activity</p> <p>I can lift, move and place equipment safely</p> <p>I can improve my work using information I have gained by watching, listening and investigating</p> <p>I can understand the importance of warming up and cooling down. I can watch and describe dance phrases and dances and use what I learn to improve my own work</p>	<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>The Polar Express</i> <i>Rama and Sita</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Local Church, Hindu Temple (Diwali)</p>
<p style="text-align: center;">Science Knowledge and Skills</p> <p style="text-align: center;">Humans: Exercise and Hygiene</p> <p>I can describe the importance of exercise to humans.</p> <p>I can identify different types of food.</p> <p>I can explain the importance of eating the right amounts of different types of food.</p> <p>I can explain the purpose of hygiene and ways to stay clean and healthy, e.g., washing hands and bathing regularly.</p>				<p style="text-align: center;">Science Working Scientifically</p> <p>I can think of a question/ I can say my question.</p> <p>I can choose a method (from those suggested) and explain why.</p> <p>I can explain why something is fair.</p> <p>I can use my experience to suggest why something might happen.</p> <p>I can record my using standard measures.</p> <p>I can observe carefully using simple equipment (e.g. magnifying glasses)</p> <p>I can use labelled diagrams to show what I found.</p> <p>I can present my results in a variety of appropriate ways e.g. table, pictogram</p> <p>Pupils might work scientifically by asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Narrative – traditional, real life and extended writing (adventure)</p> <p style="text-align: center;">Poetry – Nonsense, patterns on the page</p> <p style="text-align: center;">Descriptive/observational poetry</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Explanations</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">Printing, Digital Media</p> <p>I can use a range of materials to design and make products</p> <p>I can use drawing, painting and sculpture to share my ideas, experiences and imagination</p> <p>I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D</p> <p>I know about the work of a range of artists, craftsmen and designers</p> <p>I can describe the differences and similarities between different practices and disciplines and make links to my own work.</p> <p style="text-align: center;">Key Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture</p> <p>I can use my sketch book as a starting point for my artwork</p> <p>Specific Media Focus Key Stage Coverage</p> <p>Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to KS1 Progression in Art and Design Skills</p>
				<p style="text-align: center;">Careers and Enterprise</p> <p style="text-align: center;">Planning a celebration</p>		
				<p style="text-align: center;">History</p> <p>I can use common words and phrases relating to the passing of time.</p> <p>I know about significant historical events, people and places in my own locality.</p> <p>I know about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>I know the difference between past and present</p> <p>I answer questions about events using 'before' and 'after' to describe events.</p> <p>I know facts and understand events important to myself and my family/friends.</p>		
		<p style="text-align: center;">Geography</p> <p style="text-align: center;">Human and physical geography</p> <p>I can identify seasonal weather patterns in the United Kingdom.</p> <p>I can differentiate between daily weather patterns.</p> <p>I recognise differences between the elements.</p> <p>I can draw pictures of my findings.</p>				

Year 2 Unit of Learning – Spring 1

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Plants and animals rely on each other and their environments for survival.</p> <p style="text-align: center;">Planet Earth</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What do living things need? What is a good habitat? How are living things interdependent?</p>	
<p style="text-align: center;">Computing</p> <p>Programming, Coding and Control</p> <p>I can explain that clear instructions are needed to move control devices, such as Beebots</p> <p>I can plan and write a set of commands for a computer device to follow</p> <p>I can apply my understanding of instructions to create shapes or follow a pattern/ route</p> <p>I can use my knowledge of computational thinking to identify mistakes and apply changes to correct code (debugging).</p> <p>Online Safety</p> <p>I understand how my actions online can affect others</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;">David Attenborough non-fiction, <i>The Lorax</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Natural History Museum</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Sikhism 1 Teachings and life Unit 2</p> <p>Key Questions How do the lives of Sikhs show they follow rules in their lives? What does worship mean to Sikhs?</p> <p>Key Concepts The Gurus and the Guru Granth Sahib teach Sikhs how to live; Three important rules to follow: work honestly; share food with the needy; remember God; The Gurus showed how to put teachings into practice in their lives- story of Guru Gobind Singh and the Water Carrier, Bhai Ghanaya</p> <p>Sikh Life Special celebrations – Akhand Path; Sikhs worship at home and in the Gurdwara; The Guru Granth Sahib teaches Sikhs how to live; Sikhs share and show that everyone is equal in the Gurdwara</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I can discuss what I think is right and wrong in different situations and my feelings and opinions about them. I agree and follow rules in the classroom and understand how they can help. I know what improves and harms my local environment and some ways people look after them. I know when to apply restorative conversations with increasing independence.</p>
<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Gymnastics - Pathways</p> <p>I can develop balance, agility and co-ordination</p> <p>I can remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p> <p>I can choose, use and vary simple compositional ideas in the sequences I create and perform</p> <p>Dance – Repeated Actions</p> <p>I can perform dances using simple movement patterns.</p> <p>I can explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance</p> <p>I can compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</p>	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can recognise and describe what my body feels like during different types of activity</p> <p>I can understand the importance of warming up and cooling down.</p> <p>I can lift, move and place equipment safely</p> <p>I can improve my work using information I have gained by watching, listening and investigating</p> <p>I can recognise good quality in performance</p> <p>I can use information to improve my work</p> <p>I can watch and describe dance phrases and dances and use what I learn to improve my own work</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Narrative – traditional, real life and extended writing (adventure)</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Non- chronological reports</p>	<p style="text-align: center;">Music</p> <p>I carefully choose and order sounds for effect</p> <p>I identify and confidently control sounds</p> <p>I can create short melodic patterns</p> <p>I create and repeat short rhythmic phrases</p> <p>I show physical control when playing instruments</p> <p>I use changes in pitch to express an idea</p> <p>I can identify pulse in music</p> <p>I know how sounds can be made and changed</p>	<p style="text-align: center;">Singing</p> <p>I can use my voice expressively</p> <p>I can make sounds that are very different</p> <p>I can sing dynamically</p> <p>I can imitate changes in pitch</p> <p>I enjoy singing</p> <p>I can sing as part of a group</p>
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">All living things and habitats</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>I can explain what living things need to survive.</p> <p>I can identify that most living things live in habitats to which they are suited</p> <p>I can describe how different habitats provide for the basic needs of different kinds of animals and plants,</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can ask a question.</p> <p>I can observe carefully using simple equipment (e.g. magnifying glass)</p> <p>I can use labelled diagrams to show what I have found.</p> <p>They should describe how they decided where to place things.</p> <p>I can explore questions like: 'Is a flame alive? Is a deciduous tree dead in winter?'</p> <p>I can use a page from a book to find out information, selecting information independently using the contents page/glossary.</p> <p>I can use the internet to conduct research.</p> <p>I can show findings in appropriate ways e.g. diagram/poster.</p>	<p style="text-align: center;">Maths</p> <p style="text-align: center;">Refer to Progression in Calculation</p> <p style="text-align: center;">Careers and Enterprise</p> <p style="text-align: center;">How can we save money and save the Earth?</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">Textiles, Collage</p> <p>I can use a range of materials to design and make products</p> <p>I can use drawing, painting and sculpture to share my ideas, experiences and imagination</p> <p>I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D</p> <p>I know about the work of a range of artists, craftsmen and designers</p> <p>I can describe the differences and similarities between different practices and disciplines and make links to my own work.</p> <p style="text-align: center;">Key Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture</p> <p>I can use my sketch book as a starting point for my artwork</p> <p>Specific Media Focus Key Stage Coverage</p> <p>Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to KS1 Progression in Art and Design Skills</p>	

Year 2 Unit of Learning – Spring 2

<p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Understanding the past allows us to make sense of the present.</p> <p style="text-align: center;">Vile Victorians</p>		<p style="text-align: center;">Guiding Questions:</p> <p style="text-align: center;">What was a good life for a Victorian? How did life change for Victorian children? How do new discoveries impact on society?</p>		
<p style="text-align: center;">Computing</p> <p>How Computers Work</p> <p>I recognise that different types of information come from many different sources e.g. using web sites, TV, iPads, online news stories, social media etc.</p> <p>I am familiar with the many uses of computers</p> <p>I recognise the opportunities that computers offer to the people, work and everyday life</p> <p>Online Safety</p> <p>I understand how the internet stores information</p>		<p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>Oliver Twist</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Greenwich Heritage Centre Hall Place</p>		<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Christianity 1 Unit 2- Jesus the Teacher</p> <p>Key Questions</p> <p>What values do Christians believe Jesus taught? How do Christians believe Jesus taught them these values?</p> <p>Beliefs</p> <p>Jesus' teaching and life give Christians the perfect example, there are stories about Jesus which develop Christian values: Zacchaeus Jesus told stories about forgiveness and love: The Lost Son, The Good Samaritan</p> <p>Jesus taught the two greatest Commandments are 'Love God' and 'Love your neighbour'</p> <p>The Bible is a special book: Christians read it to learn about Jesus</p>	<p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I know that people and other living things have needs and responsibilities. I can identify responsibilities that I have at home and elsewhere I understand how my behaviour affects the people around me. I can recognise important issues related to the environment and understand that I can have an influence.</p>	
<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Gymnastics – High and low</p> <p>I can develop balance, agility and co-ordination. I can remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. I can choose, use and vary simple compositional ideas in the sequences I create and perform.</p> <p>Games – Making up a Game</p> <p>I can participate in team games. I can choose, use and vary simple tactics I can throw, catch and bounce in different ways (<i>one/two hands</i>) when standing still or on the move. I can send and receive with consistency, co-ordination and control using a variety of equipment. I can begin to alter/construct own rules with the intention of changing/improving a game.</p>	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can recognise and describe what my body feels like during different types of activity</p> <p>I can understand the importance of warming up and cooling down.</p> <p>I can recognise good quality in performance</p> <p>I can use information to improve my work</p> <p>I can recognise how different activities make me feel</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Descriptive/observational poetry</p> <p style="text-align: center;">Play scripts</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Information text</p> <p style="text-align: center;">Instructions</p>		<p style="text-align: center;">Music</p> <p>I carefully choose and order sounds for effect</p> <p>I identify and confidently control sounds</p> <p>I can create short melodic patterns</p> <p>I create and repeat short rhythmic phrases</p> <p>I show physical control when playing instruments</p> <p>I use changes in pitch to express an idea</p> <p>I can identify pulse in music</p> <p>I know how sounds can be made and changed</p>		
<p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">All living things and habitats</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>I can explain how plants and animals in a habitat depend on each other</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p>I can construct a simple food chain, e.g. grass, cow, human</p> <p>I can identify and name different sources of food.</p>		<p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can think of a question/ I can say my question.</p> <p>I can choose a method (from those suggested) and explain why.</p> <p>I can explain why something is fair.</p> <p>I can use my experience to suggest why something might happen.</p> <p>I can record my measurements using standard measures.</p> <p>I can observe carefully using simple equipment (e.g. magnifying glasses)</p> <p>I can use labelled diagrams to show what I found.</p> <p>I can present my results in a variety of appropriate ways, e.g. table, pictogram</p> <p>I can say what I have found out</p> <p>I can begin to explain why something has happened using scientific language.</p> <p>I can say what might go wrong in an experiment.</p>	<p style="text-align: center;">Geography</p> <p>Locational knowledge</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography</p> <p>I can use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, etc.</p> <p>Geographical skills and field work</p> <p>I can 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</p> <p>I can devise a simple map and use and construct basic symbols in a key.</p> <p>I can use information and my own observations to help me ask and answer questions and express my views about places and environments.</p> <p>I can use globes and maps and plans.</p>	<p style="text-align: center;">History</p> <p>I know about events beyond living memory that are significant nationally or globally</p> <p>I can compare 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 (for example, Elizabeth I and Queen Victoria)</p> <p>I can use common words and phrases relating to the passing of time.</p> <p>I can place events, objects and people in the correct time order</p> <p>I can identify similarities and differences between ways of life in different periods.</p> <p>I can ask and answer questions about the past using pictures and stories</p>	<p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Textiles</p> <p>Design I can design purposeful, functional, appealing products for myself and other users based on design criteria</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p> <p>I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate I can explore and evaluate a range of existing products</p> <p>I can evaluate their ideas and products against design criteria</p> <p>Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p style="text-align: center;">Refer to KS1 Progression in Design and Technology Skills</p>	

Year 2 Unit of Learning – Summer 1

Values Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace	Learning Dispositions Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence	Central Idea Understanding the nature of forces, allows people to make practical applications. Swings and Roundabouts	Guiding Questions What is a force? How do forces affect movement? How are forces used in the world around us?	
Computing Programming, Coding and Control I can recognise computational thinking by following instructions to move around a course or within a route I can apply understanding of instructions to create simple shapes or follow a route I understand how to plan and create a series of basic instructions to move a computer device around a course or within route Online Safety I recognise the importance of keeping information private		Core Texts/ Visits <i>Fortunately, the Milk...</i> Suggested visit: Victoria Park; Millwall Park	Religious Education Greenwich Windows on Faith Part 1: Unit 1: Guru Nanak and his teachings Key Questions What do Sikhs believe about God? What does Guru mean? What does it mean to be equal? The Gurus There were 10 human Gurus Guru Nanak was the first Guru Guru Granth Sahib – last of the Gurus Guru Nanak's life and teaching Guru Nanak's teaching that all people are equal Celebration of Guru Nanak's birthday Beliefs about god Sikhs believe in one God – symbolised by the Ik Onkar symbol God created all things	PHSE Link to Values I am able to make positive choices based on the understanding that my choices affect others. I can talk about issues which affect my local community and offer solutions. I am open-minded in discussions and debates.
Physical Education Knowledge and Skills Games – Aim, hit and kick I can master basic movements such as running, jumping, throwing, catching and use these skills individually or in combinations I can improve the way I coordinate and control my body I can participate in team games, I can choose, use and vary simple tactics I can remember, repeat and link combinations of skills Athletics I can use my body and a variety of different equipment with greater control and coordination. I can demonstrate an underarm throw for accuracy; an overarm throw for distance.	Physical Education Evaluation, Fitness and Health I can recognise and describe what my body feels like during different types of activity I can understand the importance of warming up and cooling down. I can lift, move and place equipment safely I can improve my work using information I have gained by watching, listening and investigating I can recognise good quality in performance I can use information to improve my work	Writing Genres Fiction Narrative – traditional, real life and extended writing (adventure) Diary Entry Poetry – Nonsense, patterns on the page Non-Fiction Explanations Non-chronological reports	Music I carefully choose and order sounds for effect I identify and confidently control sounds I can create short melodic patterns I create and repeat short rhythmic phrases I show physical control when playing instruments I use changes in pitch to express an idea I can identify pulse in music I know how sounds can be made and changed	
Science Knowledge and Skills Movement I notice and describe how things are moving, using simple comparisons such as faster and slower I can compare how different things move. (no longer statutory) Forces (Y3) – Friction I can compare how things move on different surfaces I notice that some forces need contact between two objects		Maths Refer to Progression in Calculation	Singing I can use my voice expressively I can make sounds that are very different I can sing dynamically I can imitate changes in pitch I enjoy singing I can sing as part of a group	
Science Working Scientifically I can think of a question/ I can say my question. I can choose a method (from those suggested) and explain why. I can explain why something is fair. I can record my measurements using standard measures. I can observe carefully using simple equipment (e.g. magnifying glasses) I can use labelled diagrams to show what I found. I can present my results in a variety of appropriate ways e.g. table, pictogram I can say what I have found out I can begin to explain why something has happened using scientific language. I might work scientifically by comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers.		Careers and Enterprise How can we save money and save the Earth?	Design Technology Mechanisms Design I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. Refer to KS1 Progression in Design and Technology Skills	
History Sir Isaac Newton I know about lives of significant individuals in the past who have contributed to national and international achievements. I understand about things that happened before I was born. I know facts and understand about some important events and people from the history of Britain and the wider world. I can find out about the past from books, pictures and stories and ask questions about them.				

Year 2 Unit of Learning – Summer 2

<p>Values Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p>	<p>Learning Dispositions Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p>	<p>Central Idea All living things go through a process of change Circle of Life</p>	<p>Guiding Questions What is a unique characteristic? How are animals similar or different to each other? How do unique characteristics enable animals to survive?</p>	
<p>Computing Using Technology Effectively I can take photographs, film video and create images on a computer device for a range of purposes to enhance an outcome I can develop my awareness of a user when creating an outcome</p> <p>Online Safety I am aware of where to go or who to talk to if I feel vulnerable</p>		<p>Core Texts/ Visits <i>Gregory Cool, Why Mosquitoes Buzz in People's Ears, Anansi Stories.</i></p> <p>Suggested visit: Environmental Curriculum Centre</p>	<p>Religious Education Greenwich Windows on Faith Christianity – A Local Church Unit 4 Key Questions What happens in a Christian place of worship? How does a place of worship help Christians to remember their beliefs about Jesus? How do Christians try to follow Jesus' example? Key Concepts Most Christians keep Sunday as a special day There are many places where Christians worship together, read the Bible, sing and pray one or more times weekly Leaders of the service and community e.g. priests, ministers, elders Objects and symbols in buildings Important ceremonies e.g. welcoming/ dedication/ infant baptisms Christians try to follow the example of Jesus by caring for others, e.g. the elderly and those less fortunate, for example at Harvest, through charities</p>	<p>PHSE Link to Values I understand that we grow from young to old and how people's needs change. I can make choices that improve my health and well-being know who to ask for help. I know that some diseases can spread but they can be controlled. I know that household products including medicines can be harmful if not used properly.</p>
<p>Physical Education Knowledge and Skills Gymnastics - Spin, twist and turn I can develop balance, agility and co-ordination I can remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision I can choose, use and vary simple compositional ideas in the sequences I create and perform</p> <p>Athletics I can use various take-offs and landings to jump for height and distance (e.g. 1/2- footed take-offs; one/two footed landings; building speed prior to take-off, etc.). I can show the difference between sprinting and jogging and be able to maintain a steady pace.</p>	<p>Physical Education Evaluation, Fitness and Health I can recognise and describe what my body feels like during different types of activity I can understand the importance of warming up and cooling down. I can lift, move and place equipment safely I can improve my work using information I have gained by watching, listening and investigating I can recognise good quality in performance I can use information to improve my work</p>	<p>Writing Genres</p> <p>Fiction Narrative – traditional, real life and extended writing (adventure) Descriptive/observational poetry</p> <p>Non-Fiction Information text Non-chronological reports</p>	<p>Music I carefully choose and order sounds for effect I identify and confidently control sounds I can create short melodic patterns I create and repeat short rhythmic phrases I show physical control when playing instruments I use changes in pitch to express an idea I can identify pulse in music I know how sounds can be made and changed</p>	<p>Singing I can use my voice expressively I can listen with concentration and understanding to a range of high-quality live and recorded music I enjoy singing songs from memory, following the tune (melody) well use my voice in lots of ways I perform with others I listen carefully and recall short rhythmic and melodic patterns I make and control long and short sounds, using voices and instruments</p>
<p>Science Knowledge and Skills Animal Groups I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p>	<p>Science Working Scientifically I can think of/ say my question. I can use a page from a book to find out information, selecting information independently using the contents page/glossary. I can use the internet to conduct research. I can show my findings in a variety of appropriate ways I might work scientifically by using my observations to compare and contrast animals at first hand or through videos and photographs, describing how I identify and group them and grouping animals according to what they eat;</p>	<p>Maths Refer to Progression in Calculation</p> <p>Careers and Enterprise How much can we buy?</p> <p>Geography Animals and their Environments</p> <p>Locational knowledge I can give examples of which animals are found on each of the world's seven continents. I can 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>Geographical skills and field work I can use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage I can use globes and maps and plans.</p>	<p>Art 3D, Cezanne I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines and make links to my own work.</p> <p>Key Skills Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my artwork Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage Refer to KS1 Progression in Art and Design Skills</p>	