

Our Amazing Planet Summer term Year 2

Geography

Locational Knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (*e.g. on a weather map*).

Human and Physical Geography

- Identify seasonal and daily weather patterns in the United Kingdom
- Use basic geographical vocabulary to refer to key **physical** features including season and weather.

Mapping

- Use a range of maps and globes (including picture maps) at different scales.
- Know that maps give information about places in the world (where/what?).
- Use large scale maps and aerial photos of the school and local area.
- Recognise simple features on maps e.g. buildings, roads and fields.
- Recognise that maps need titles.
- Recognise landmarks and basic human features on aerial photos.
- Use and construct basic symbols in a map key (*weather symbols*).
- Know that symbols mean something on maps.
- Begin to realise why maps need a key.

Fieldwork

- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features (*e.g. weather*) of its surrounding environment.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.
- Use simple compass directions (NSEW).
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

Enquiry and Investigation

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment *e.g. 'What is the weather like here?'*
- Investigate through observation and description.

	<p>Communication</p> <ul style="list-style-type: none"> ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns <i>e.g. weather patterns, water in the school grounds.</i> ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom (<i>e.g. weather symbols on a map</i>). ▪ Use basic geographical vocabulary (<i>season, weather, temperature, windy, sunny, snowing, rain, breeze, hail, storm etc</i>). <p>Use maps and other images to talk about everyday life e.g. where we live etc.</p> <p>Use of ICT/technology</p> <ul style="list-style-type: none"> ▪ Use simple electronic globes/maps <i>e.g. Google Earth, Living Earth app.</i> ▪ Add simple labels to a digital map <i>e.g. Digimap for Schools.</i> ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ▪ Use cameras and audio equipment to record geographical features, changes, differences <i>e.g. weather/seasons.</i> <p>Describe and label electronic images produced.</p>
History	<p>Chronology</p> <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and other people's lives (<i>e.g. leisure and tourism in Victorian times</i>). ▪ Identifying some similarities and differences between ways of life in different periods (<i>e.g. seaside resorts now and then</i>). ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times...). <p>Events, People and Changes</p> <ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by Using and making simple comparisons to parts of stories and features of events (<i>e.g. aspects of leisure such as ice creams and the penny lick</i>). ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Use simple stories and other sources to show that they understand key features of events. <p>Communication</p> <ul style="list-style-type: none"> ▪ Understand and use the simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).

	<ul style="list-style-type: none"> ▪ Understand historical concepts and use them to make simple connections and draw contrasts (<i>e.g. between the Victorians and themselves</i>). <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Ask and answer questions about the past through observing and handling a range of sources, such as pictures and written sources. ▪ Identify some of the basic ways the past can be represented. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).
Art	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Record and explore ideas from first hand observations. ▪ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. ▪ Ask and answer questions about the starting points for their work. ▪ Develop their ideas – try things out, change their minds. <p>Drawing Skills</p> <ul style="list-style-type: none"> ▪ Record and explore ideas from first hand observations. ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, charcoal, ballpoints, chalk. ▪ Control the types of marks made with the range of media. ▪ Name, match and draw lines/marks from observations. ▪ Invent new lines. ▪ Draw on different surfaces/scales with a range of media. ▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. ▪ Draw shapes in between objects. <p>Digital Media</p> <ul style="list-style-type: none"> ▪ Explore ideas using digital sources i.e. internet, CD-Roms. ▪ Record visual information using digital cameras, video recorders. <p>Textiles</p> <ul style="list-style-type: none"> ▪ Match and sort fabrics and threads for colour, texture, length, size and shape. ▪ Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. ▪ Cut and shape fabric using scissors/snips. ▪ Apply shapes with glue or by stitching. ▪ Apply decoration using beads, buttons, feathers etc.

	<ul style="list-style-type: none"> ▪ Create cords and plaits for decoration. ▪ Apply colour with printing, dipping, fabric crayons. ▪ Create and use dyes i.e. onion skins, tea, coffee. <p>Create fabrics by weaving materials i.e. grass through twigs.</p> <p>Painting</p> <ul style="list-style-type: none"> ▪ Mix and match colours to artefacts and objects. ▪ Experiment with tools and techniques, e.g. layering, mixing media, scraping through. ▪ Create textured paint by adding sand, plaster. <p>Collage</p> <ul style="list-style-type: none"> ▪ Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc. ▪ Arrange and glue materials to different backgrounds. ▪ Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. ▪ Work on different scales. ▪ Colour: collect, sort, name match colours appropriate for an image. ▪ Shape: create and arrange shapes appropriately. ▪ Texture: create, select and use textured paper for an image. <p>Evaluating</p> <ul style="list-style-type: none"> ▪ Review what they and others have done and say what they think and feel about it. <p>Identify what they might change in their current work or develop in future work.</p>
DT	<p>Drawing</p> <ul style="list-style-type: none"> ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ▪ Control the types of marks made with the range of media. ▪ Observe and draw shapes from observations. ▪ Investigate tone by drawing light/dark lines, light/dark shapes. <p>Painting</p> <ul style="list-style-type: none"> ▪ Use a variety different brush sizes and types. ▪ Mix and match colours to objects. ▪ Work on different scales. ▪ Name different types of paint and their properties; e.g. watercolours/ready mix.

	<ul style="list-style-type: none"> ▪ Identify primary and secondary colours by name. ▪ Mix primary shades and tones. <p>3-D Clay</p> <ul style="list-style-type: none"> ▪ Manipulate malleable materials in a variety of ways including rolling and kneading. ▪ Manipulate malleable materials for a purpose, e.g. to make a sculpture. ▪ Change the surface of a malleable material. ▪ Understand the safety and basic care of materials and tools. <p>Evaluating</p> <ul style="list-style-type: none"> ▪ Review what they and others have done and say what they think and feel about it. ▪ Identify what they might change in their current work or develop in future work.
<p>Music</p>	<p>Performing</p> <ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). <p>Listening</p> <ul style="list-style-type: none"> ▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). ▪ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. ▪ Know how music is used for particular purposes (for example, for dance, as a lullaby). <p>Creating</p> <ul style="list-style-type: none"> ▪ Experiment with and create musical patterns. ▪ Explore, choose and organise sounds and musical ideas. ▪ Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. ▪ Make improvements to their own work.

Pitch

- Identify high and low sounds.

Duration

- Respond to sounds of different duration.
- Recognise the difference between long and short sounds.
- Copy simple patterns of sound of long and short duration.
- Recognise the difference between steady beat and no beat.
- Identify similar rhythmic patterns.

Dynamics

Differentiate between loud sounds, quiet sounds and silence

Tempo

- Identify the differences between fast and slow tempos.
- Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.

Timbre

- Recognise the difference between singing and speaking.
- Recognise the difference between wood, metal, skin (drum) and 'shaker' sounds.
- Match selected sounds with their pictured source.
- Explore the different kinds of sound that my singing and speaking voice can make.
- Identify different voices by their vocal qualities.
- Use sound words or phrases to describe selected sounds and the ways in which they are produced.

Texture

- Recognise a song with an accompaniment and one without accompaniment.
- Determine one strand of music or more than one strand.

Structure

Recognise that the sections of a piece of music sound the same or different.

Global
Links

SD Life Below Water – Saving Our Seas

