

**YEAR 2
SPRING 1
CYCLE 2**

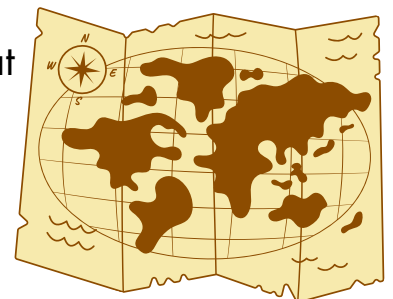
SIGNIFICANT EXPLORERS



This topic is centred around the study of a range of significant explorers in history. The children will read biographies and other texts about these intrepid people and explore other sources of historical evidence, such as photos and diaries. We will also learn about why some people are considered to be significant and how these individuals have contributed to national and international achievements. We will compare aspects of life in different periods, for example by identifying and comparing expedition items from the past and today.

SCIENCE

- To use pictograms and simple tables
- To use their observations and ideas to suggest answers to questions
- Select appropriate equipment to test things out
- To observe closely, using simple equipment
- To perform simple tests
- To explain why a simple observation occurred
- To suggest improvements to tests
- To evaluate the effectiveness of observations
- To ask simple questions based on a situation
- Explore and create diagrams, drawings and physical models
- To gather and record data to help in answering questions
- Explain some of the life processes
- Identify some plants and animals in global habitats
- Draw a map of a local habitat
- Sort objects into categories and give reasons for their choices
- Identify and name minibeasts in microhabitats
- Suggest how an animal is able to survive in their habitat
- Draw a simple food chain



COMPUTING

- Creating a clear and precise algorithm
- Programming a Bee-bot/Virtual Bee-bot to follow a planned route
- Learning to debug instructions when things go wrong
- To explain how the Bee-bot works
- Understanding that personal information should not be shared on the internet.
- Representing data in tables, charts and pictograms

HISTORY

- To use vocabulary and phrases like: old, new, long time ago, before I was born before, after, past, present, then, now, newest and oldest; in their writing and discussion
- To start to order dates from earliest to latest in simple timelines
- To recognise that a story that is read to them, may have happened a long time ago
- To know that some objects belonged to the past and others to the present
- To sequence a set of objects/events in chronological order and give reasons for the order
- To observe from pictures, photographs and artefacts to find out about the past
- To explain that there are different types of evidence and sources that can be used to represent the past
- To answer questions by using different sources, such as artefacts, information books or pictures
- To use or handle evidence and explain how it can be used to find out about the past
- To use stories and evidence to show that they understand key features of events
- To describe the life of someone famous or who used to live in the local area
- To recount significant events that have happened nationally or globally
- To describe significant people/events from the past and talk about why they acted as they did
- To talk, write and draw about things from the past
- To use historical vocabulary to retell simple stories about the past
- To use drama and role play to communicate their knowledge of the past

MUSIC

- Perform together and follow instructions that combine the musical elements
- Identify different sound sources
- To learn about famous composers
- Respond physically when listening to music, identify well-defined musical features
- Identify the pulse and join in getting faster and slower together
- Create and choose sounds in response to given stimulus
- Play instruments in different ways
- Recognize the need for performance and audience



DANCE

- To perform some dances using simple patterns and sequences
- To move around the space safely
- To dance with control and co-ordination
- To dance imaginatively changing rhythm, speed, level and direction
- Move in time to music
- To learn and perform a maypole dance
- Copy, remember and repeat actions
- Use simple devices such as mirroring and synchronisation

OUTDOOR AND ADVENTUROUS

- To identify positions on simple maps and diagrams of familiar environments
- To use simple maps and diagrams to follow a trail
- To begin to work co-operatively with others
- To discuss how to follow trails and solve problems
- To select appropriate equipment for the task

PE

- To describe how my body feels before, during and after an activity
- To show how to exercise safely
- To understand why being active is good for them
- To be discussed in all physical lessons.
- To copy and repeat actions and skills
- To move with control and care

- To repeat and explore actions with control and coordination
- To catch with both hands developing hand-eye coordination
- To kick and control a ball in different ways
- To hit a ball with a bat or racquet
- To throw a ball in different ways
- To pass and receive a ball in different ways with increasing control
- To decide where the best place to be is during a game
- To participate and use simple tactics in a game
- To follow rules of a variety of simple team games

RE

- To explore a range of religious stories and sacred writings and talk about their meanings
- To identify and suggest meanings for religious symbols and begin to use a range of religious terms and ideas.
- Pupils begin to use key words/vocabulary related to Christianity and at least one other religion
- To explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- To suggest meanings of some religious and moral stories
- To express their own ideas, opinions and talk about their work creatively using a range of different medium
- To reflect on how spiritual and moral values relate to their own behaviour
- To recognise that religious teachings and ideas make a difference to individuals, families and the local community.

DT

- Textiles · To describe design using pictures, words, models, diagrams
- To use knowledge of existing products to produce ideas
- To plan using pictures and words
- To choose suitable materials and explain choice
- Learn to measure, mark out, cut and shape, with support
- To explain what I am making and why it fits the purpose
- To talk about what I would do differently if I were to do it again