

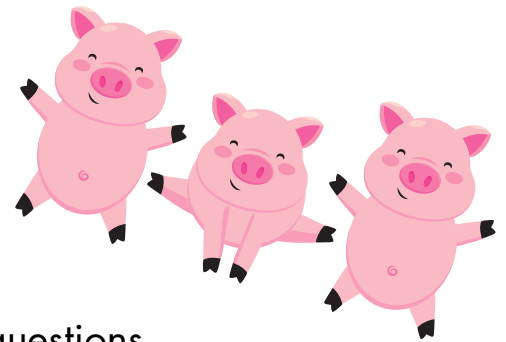
TRADITIONAL TALES



This topic welcomes children into Year 2 by building on their previous experiences of traditional tales. Pupils will study a range of stories, which will also provide a context for scientific exploration of materials. Their writing will include creating stories in the style of a traditional tale and producing a simple scientific report. Creative learning will focus on developing drawing skills and designing with materials studied, making links to the stories explored. In computing, pupils will examine the role of information technology in everyday life, identifying examples around them and considering how its responsible use can enhance learning and improve the wider world.

SCIENCE

- To ask simple questions based on a situation
- Select appropriate equipment to test things out
- To observe closely, using simple equipment
- To perform simple tests
- To gather and record data to help in answering questions
- To select information from a range of given sources
- Explore and create diagrams, drawings and physical models
- To use pictograms and simple tables
- To suggest improvements to tests
- To evaluate the effectiveness of observations
- To recall different materials and their properties
- To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- To describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties
- To identify what materials are suitable for based on their properties
- To test materials for different purposes based on their properties, for example making boats
- To understand the vocabulary of opaque, translucent and transparent
- To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses



GEOGRAPHY

- To know some similarities and differences between their local area and a contrasting non European country.
- To know that the Equator is an imaginary line around the middle of the Earth.
- To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.
- To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.
- To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.
- To be able to name the seven continents of the world.
- To know that a globe is a spherical model of the Earth.
- To begin to recognise world maps as a flattened globe.



COMPUTING

- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- To explain how information technology helps us.

MUSIC

- Follow pitch movement with their hands and use high low and middle voices
- Identify the pulse and join in getting faster and slower together
- Identify how different sounds can give messages
- Sing with sense of awareness of pulse and control rhythm
- Identify different sound sources
- Create and choose sounds in response to given stimulus
- Accompanying song by clapping the pulse
- Create sound effects
- Play instruments in different ways
- Perform together and follow instructions that combine the musical elements

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 us
- To copy and repeat actions and skills
- To move with control and care
- To repeat and explore actions with control and coordination
- To explore ways to move their body through high, low, tall and short movements
- To copy sequences and repeat them
- To hold a still shape whilst balancing on different points of the body
- To jump in a variety of ways and land with increasing control and balance
- To climb onto and jump off the equipment safely
- To roll and jump in different ways
- To travel in a balanced and controlled way
- To use contrast in my own sequences
- To think of more than one way to create a sequence
- To work on their own and with a partner to create a sequence of movements

RE

- To identify how and why some people say thank you by reflecting on personal experience.
- To recognise how and why some people celebrate harvest by examining what they say and do.
- To identify why some Hindus and Christians feel thankful to God by exploring stories.
- To describe how and why some Hindus express gratitude to God by exploring puja.
- To identify how some Hindus and Christians thank God by examining what they do.
- To explore music to understand how some Christians thank God.



DT

- To explain what the product is for, and how it will work
- Use pictures and words to plan
- To have own ideas and plan what to do next
- To make suggestions as to what I need to do next.
- Understand which tools they are using and why
- To choose suitable materials and explain choices depending on characteristics
- To describe what went well, thinking about design criteria
- To talk about what I would do differently if I were to do it again and why
- To know that mechanisms are a collection of moving parts that work together as a machine to produce movement.
- To know that there is always an input and an output in a mechanism.
- To know that an input is the energy that is used to start something working.
- To know that an output is the movement that happens as a result of the input.
- To know that a lever is something that turns on a pivot.
- To know that a linkage mechanism is made up of a series of levers.