YEAR 2: SUMMER 2 **HOME GROWN**

Events

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RE & Values

RE:

Values:

Computing: Messages and Virtual Worlds

To investigate how methods for sending messages have developed over time.
To understand some of the ways we send messages today.
To consider the wording and the language we use to send formal and informal messages.
To understand email is a digital tool to send messages.
To understand that messages can be left in online spaces for others to pick up when we are ready.
To understand the importance of staying safe online and keeping personal information private.
To discuss how they use technology in school and at home to communicate safely.
To know that virtual worlds include activities or games designed by computer programmers to help us play and learn.
To understand that we can control outcomes in a game or simulation.
To understand that algorithms can be used to plan and test computer simulations and games before they are programmed.
To understand that onscreen characters can be programmed to move or respond in a specific way.
To log on to the school system and save, locate and edit work using their own space; understand how and when to print.
To begin to understand the importance of keeping personal information private and not sharing personal details online.
To talk about the choices they made. Revisit and refine their work.
To ask permission before taking or using images of others.

Topic: Home Grown

Geography:

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Use world maps, atlases and globes to identify the United Kingdom and its countries.
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key.
Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.

Art:

Record and explore ideas from first hand observations
Ask and answer questions about the starting points for their work
Develop their ideas – try things out, change their minds
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
Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities

Drawing:

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

Tone

Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.

Texture

Investigate textures by describing, naming, rubbing, copying.

Collage:

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

PE

Athletics

Can change speed and direction whilst running.

Can jump from a standing position with accuracy.

Performs a variety of throws with control and co-ordination.

preparation for shot put and javelin

Can use equipment safely

Music:

Responding and Reviewing (Appraising):

Identify the pulse in music.

Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).

Start to recognise different instruments.

Science:

Growing Plants:

know that flowering plants produce seeds which grow into new plants
know that some plants have bulbs from which they grow
make observations of plants over time
explore how plants from seeds and bulbs grow
describe what happens to bulbs during the plant cycle as they grow
describe what happens to a seed as it grows and develops
describe what they observe as new plants grow
observe and describe how seeds and bulbs grow into mature plants
compare the plant cycle for a plant from a seed with that from a bulb
suggest how to find out about what plants need in order to grow well
recognise that plants are living and need water, light and warmth to grow
describe differences between plants grown in the light and in the dark
find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
explain how to look after a variety of plants
know that a seed and bulb both contain everything a plant needs to grow
explain that seeds and bulbs do not need light to germinate and identify how this is different to the needs of a plant
explain how plants in the desert survive with little water and plants in the rainforest survive with little light

Habitats:

with help, use keys to identify some animals and plants
recognise that different plants live in the local environment
identify some local habitats
describe the simple features of habitats
recognise a microhabitat as a small habitat (e.g. leaf litter, woodlice under stones)
describe some microhabitats
identify and name a variety of plants and animals in their habitats, including micro- habitats
recognise similarities and differences between plants and animals
explore and compare the differences between things that are living, dead, and things that have never been alive
explain differences between living and non-living things in terms of characteristics such as movement and growth
use their observations to point out differences between animals, plants and non-living things
recognise that plants provide food for humans and other animals within an environment
name a few of the organisms that live in a particular habitat
suggest reasons why different plants and animals are found in the different environments
identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
compare animals found in familiar habitats with unfamiliar habitats
compare plants found in familiar habitats with unfamiliar habitats
use different factors to compare a range of habitats (e.g. water, light, temperature)