YEAR 2: AUTUMN 2	Mighty Materials

Events

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RE & Values

RE:

Values:

Computing: Getting Creative (over the whole of the Autumn Term)

To understand that digital texts can include words, numbers, graphics, film and sound.
To understand that we use computer software to create digital content.
To know that some software can read text and can include word banks to help us create and read texts.
To understand that computer systems enable us to store digital content.
To understand that computer software can be used to create images.
To understand that there are many different software programs, which can be used to create digital images.
To know that logical reasoning can be used to predict the behaviour of simple programs.
To understand that images can be accessed from many sources. Recognise that not all images found might be appropriate.
To identify and use a range of technology to capture still/moving images. Begin to talk about how such devices operate.
To recognise the need to ask permission before taking anyone's photograph.
To understand that audio devices can capture and/or playback sound and that they help us communicate with others.
To know that sounds add meaning to digital texts.
To talk about the choices they have made, revisiting and refining their work in the light of the comments and suggestions from peers.
To be able to save, locate and edit work with support.
To use technology safely and increasingly respectfully.
To know to tell a trusted adult if words, images or sounds make them feel uncomfortable or worried.

Art:

Record and explore ideas from first hand observations –healthy humans
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 - healthyhumans
Mix a range of secondary colours, shades and tones

Digital Media:

Explore ideas using digital sources i.e. internet, CD-ROMs
Record visual information using digital cameras, video recorders
Use a simple graphics package to create images and effects with
Lines by changing the size of brushes in response to ideas
Shapes using eraser, shape and fill tools
Colours and Texture using simple filters to manipulate and create images
Use basic selection and cropping tools

D&T:

Sheet materials:

Fold, tear and cut paper and card
Roll paper to create tubes
Cut along lines, straight and curved
Curl paper
Use hole punch
Insert paper fasteners for card linkages
Create hinges- poppy
Use simple pop ups
Investigate strengthening sheet materials
Investigate joinings temporary, fixed and moving -poppy

Science:

Materials:

identify uses of some common materials
give a reason why a material is suitable for its job
recognise that some materials will have more than one property which increases its suitability for its purpose (e.g. glass is transparent, rigid and weatherproof)
identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick,

PE

Games

Confident to send the ball to others in a range of ways.

Beginning to apply and combine a variety of skills (to a game situation)

Develop strong spatial awareness.

Beginning to develop own games with peers.

Understand the importance of rules in games.

Develop simple tactics and use them appropriately.

Beginning to develop an understanding of attacking/ defending

Music:

Controlling sounds through singing and playing (performing):

Sing songs in ensemble following the tune (melody) well.
Use voice to good effect understanding the importance of warming up first.
Perform in ensemble with instructions from the leader.
Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).

rock, paper and cardboard for particular uses
suggest several reasons why a material may or may not be suitable for a particular purpose
explain why one material may be more suitable for a purpose than another by discussing properties
explain why plastics cause problems in the oceans
explain the importance of reusing and recycling plastic
describe how swimsuits have changed over time and how the fabric is now more suitable
describe how scientists have invented new materials (e.g. Macintosh, Dunlop)
identify materials that can be easily changed with force
identify materials that cannot be easily changed with force
describe pushes and pulls needed to change a material as big or small
find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
describe changes in shapes as a result of the action of pushes, pulls and twists
explain why some materials change shape when a force acts (i.e. push, pull, twist, stretch) as a result of their properties

Working Scientifically:
asks simple questions and recognises that they can be answered in different ways
recognises scientific and technical developments that help us
performs simple tests or follows teachers' instructions
experiences different types of science enquiry
with guidance, suggests what they will do
with guidance, identifies things to measure or observe that are relevant to the question
uses resources provided or chosen from a limited range
uses simple measurements and equipment to gather data
suggests why a test is unfair
observes closely (including changes over time), using simple equipment
makes measurements using non-standard units
uses simple secondary sources to find answers, e.g. books, videos, photographs or people
gathers and records simple data to help in answering questions
with support, prepares simple tables to record data
with help, records their findings in a range of ways, e.g. simple tables, diagrams, pictograms, sorting circles, bar charts and templates
talks about their findings using everyday terms, text scaffolds or simple scientific language
uses simple observable features to compare objects, materials and living things
identifies and classifies (decides how to sort and group objects)
with guidance, begins to notice changes, patterns (i.e. cause and effect) and relationships (i.e. how one variable affects another)
talks about what they have found out and how they found it out
uses their observations and ideas to suggest answers to questions
uses comparative language to describe changes, patterns and relationships
with support, suggests whether or not what happened was what they expected with support, suggests different ways they could have done things