

Year 2 Autumn Term

Dungeons and Dragons

Science

Uses of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Working scientifically.

- Working scientifically
- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Perform simple tests
- Identify and classify
- Use observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions

Geography

- To use basic geographical vocabulary to refer to key physical and human features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, weather, town, village, farm, house etc. Find the best place to build a castle.
- To 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Design and Technology

Making models of castles

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms in their

History

- Events beyond living memory that are significant nationally or globally e.g. The Battle of Hastings and the start of castles.
- The lives of significant individuals in the past. E.g. William the Conqueror
- Significant historical events, people and places in their own locality e.g. Mow Cop castle, Beeston and Stafford castle.

Music

- Play tuned and untuned instruments musically.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Languages

- Words for the names of buildings and town, cities, villages etc.

Computing

Retrieve, Editing & Saving Work

- To find and click on the Microsoft button.
- To understand what a drop down menu is.
- Find and select 'save' button.
- Be able to type a name for the document.
- Know they need to click 'save' at the bottom of the window.
- Find and select 'open' button from a drop down menu.
- Be able to edit and then change the name of a document using 'save as'.

Creating Pictures

- To know what the function of tools in 'Paint' do.
- To change the size and colour of the paintbrush.
- To be able to create and format shapes.
- Use technology purposefully to create a picture.

P.S.H.E.

- To contribute to the life of the classroom.
- To help construct, and agree to follow, group and class rules and to understand how these rules help them.
- To communicate their feelings to others, to recognise how others show feelings and how to respond.
- To recognise how their behaviour affects other people.
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To know about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.
- To know about change and loss and the associated feelings.
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- To know about growing and changing and responsibilities that increasing independence may bring.

Religious Education

Creation

- Retell the story of creation from *Genesis* 1:1-2.3 simply.
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible.
- Say what the story tells Christians about God. Creation and the world.
- Give at least one example of what Christians do to say thank you to God for the Creation.
- Think, talk and ask questions about living in an amazing world.

Incarnation

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

Art and Design

- To use drawing to record ideas and experiences.
- To deliberately choose to use a particular technique for a given purpose.
- To develop and exercise some care and control over the range of materials they use.
- To express clear preferences, giving reasons, when looking at creative work.
- To know that creative works are made by artists, craft makers and designers from different cultures and beliefs.
- To be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary.

Physical Education

- Perform dances using simple movement patterns.
- Master basic movements to develop balance, agility and co-ordination.