

Year 2 Science				
<p><b>Animals, including humans</b> -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food, air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p><b>Uses of everyday materials</b> -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</p>	<p><b>Living things and their habitats</b> -explore and compare the differences between things that are living, dead, and things that have never been alive -identify and name a variety of plants and animals in their habitats, including micro-habitats -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 -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p><b>Plants</b> -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. -observe and describe how seeds and bulbs grow into mature plants</p>	<p><b>Working scientifically</b> -asking simple questions and recognising that they can be answered in different ways -observe closely, using simple equipment -perform simple tests -identify and classify -gather and recording data to help in answering questions use their observations and ideas to suggest answers to questions</p>
Year 2 History				
<p><b>Great Fire of London/ Thomas Fariner</b> <b>Key concept:</b> monarchy/ civilisation <b>Know how to:</b> Use different sources to look for evidence <b>Key questions:</b> Was the Great Fire of London a surprise to the people in 1666? Was the Great Fire of London a good or a bad event in history? How do we know about the Great Fire of London? Accident or deliberate? How has London changed from then to now? Why were living conditions different to the rich and poor? <b>Key vocabulary:</b> burned, city, destroyed, memorial, plague</p>	<p><b>Air Travel- Wright Brothers/Amelia Earhart / Space Travel- Neil Armstrong (link to science)</b> <b>Key concept:</b> Exploration <b>Know how to:</b> Look for how things have changed over time <b>Key questions:</b> Why was Amelia Earhart special? What types of places did Amelia explore? What happened to Amelia Earhart? Compare Travel over the years? How did they explore, What did they use navigate? Why do we want to fly? Link back to environmentalism of flying. <b>Key vocabulary:</b> pioneer, aviation, aviator, solo, altitude, navigate</p>	<p><b>Equality in South Africa/ Nelson Mandela</b> <b>Key concept:</b> Rights/ laws/ justice <b>Know how to:</b> Use a range of sources to look for evidence, ask valid questions <b>Key questions:</b> Why is Nelson Mandela famous? How did Nelson Mandela change South Africa and the world? How would you get your message across with/without the internet? Conditions in prisons, what were they like? Why do some people think they are superior because they are different? <b>Key vocabulary:</b> Separate, equal, equality, campaign,</p>		
Year 2 Geography				
<p><b>Key concept:</b> Change/ Sustainability <b>Key location:</b> London &amp; other UK capital cities <b>Know how to:</b> name capital UK capital cities, compare the physical/ human geography of them <b>Key questions:</b> What is it like to live in a city? Which city would I prefer to live in and why? What are the similarities/ differences between Knutsford/UK and key</p>	<p><b>Key concept:</b> Space- interaction between places <b>Key location:</b> Atlantic Ocean (Seven continents/ 5 oceans/ weather patterns) <b>Know how to:</b> use simple compass directions to describe location and routes on a map, use maps, atlases and globes to locate oceans, continents <b>Key questions:</b> Who was Amelia Earhart? Where in the World did she travel to and from? How did she travel?</p>	<p><b>Key concept:</b> Place- physical/ human <b>Key location:</b> South Africa (Seven continents/ 5 oceans/ weather patterns) <b>Know how to:</b> use simple compass directions to describe location and routes on a map, use maps, atlases and globes to locate oceans around key location, continents</p>		

location? What famous landmarks are there in London today? <b>Key vocabulary:</b> city, port, vegetation, sustainable, sustain, underground, railway lines, airport, bridges, rivers	Where does the name 'Atlantic' come from did and what does it mean? <b>Key vocabulary:</b> pioneer, navigator, equator, hurricanes, exploration,	<b>Key questions:</b> How did Nelson Mandela change South Africa? What was South Africa like before? What is it like today? <b>Key vocabulary:</b> deserts, mountains, cliffs, forests, lagoons, Table Mountain, savannah, republic, safari, Western Cape
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**Year 2 Design and Technology**

<b>Design, make, evaluate and improve</b> -Explain what they are making and which materials they are using. -Use pictures and words to convey what they want to make. -Make products, using a range of tools to cut, shape, join and finish. -Say what they like and don't like about their product and explain why.	<b>Cooking and nutrition</b> -Group foods into the five groups in The Eatwell Plate. -Cut, grate or peel ingredients safely. -Measure or weigh using cups or electronic scales	<b>Construction, mechanics and electronics</b> -Use a range of materials to create models with wheels and axles e.g. tubes, dowel and cotton reels.	<b>Materials</b> -Demonstrate a range of joining techniques such as gluing, taping or creating hinges. -Cut materials safely using tools provided. -Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. -Use simple pop-ups.
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**Year 2 Art**

<b>Drawing</b> -Drawing confidently from imagination. Show pattern and texture by adding dots and lines. -Show different tones by using coloured pencils. -Use drawing as the starting point for work in other materials.	<b>Painting</b> -Adding white to colours to make tints and black to colours to make tones. -Create colour wheels. -Show control in the use of colour.	<b>Collage</b> -Mix materials to create texture. -Joining, positioning and manipulating materials with some independence.	<b>Sculpture</b> -Use a combination of shapes. -Include lines and texture. -Use techniques such as rolling, cutting, moulding and carving.	<b>Print</b> -Press, roll, rub and stamp to find prints. -Use objects to create prints.
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**Year 2 Computing**

<b>Information Technology</b> -To learn how to type words quickly and correctly using a keyboard. -To make simple word processed documents and change the appearance of text. -To use and combine a variety of painting tools to create a picture.	<b>Digital Literacy</b> -To know how to use a web browser to navigate a website when doing Internet research. -To search for images online and insert them into a document. -To explain how to stay safe online and where to go for help or support, including how to safely use online media players.	<b>Programming</b> -To understand that an algorithm is a sequence of instructions which can be programmed on a digital device. -To control a real and on-screen robots to move along routes. -To debug programs so they run correctly.	<b>Computer Science</b> -To identify the main internal components of a computer.
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**Year 2 RE**

(Be able to answer key enquiry questions)

<p><b>Judaism</b> -Why was God important to Joseph? -How did Esther show courage? -Why is Israel a special place for Jews?</p>	<p><b>Christianity</b> Why was Jesus important?</p>	<p><b>Christianity</b> How do you know when you feel better on the outside / inside?</p>	<p><b>Christianity</b> What do Christians mean when they use the word "church"? Why is the church important to Christians?</p>	<p><b>Christianity</b> Why are baptisms important to Christians?</p>	<p><b>Christianity</b> Why are weddings important to Christians?</p>
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**Year 2 Relationships and Health Education**

**Relationships**

<p><b>Families and people who care about me</b> - Identify their special people (family, friends, carers) what makes them special and how special people should care for one another -To recognise ways in which a relationship can be unhealthy and who to go to if they are worried.</p>	<p><b>Caring Friendships</b> - Identify their special people (family, friends, carers) what makes them special and how special people should care for one another -To recognise ways in which a relationship can be unhealthy and who to go to if they are worried</p>	<p><b>Respectful Relationships</b> -Identify their special people (family, friends, carers) what makes them special and how special people should care for one another -To recognise ways in which a relationship can be unhealthy and who to go to if they are worried.</p>	<p><b>Online Relationships</b> -Identify their special people (family, friends, carers) what makes them special and how special people should care for one another -To recognise ways in which a relationship can be unhealthy and who to go to if they are worried.</p>	<p><b>Being Safe</b> -to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond -the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p>
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**Health and Mental Wellbeing**

<p><b>Mental Wellbeing</b> -what positively and negatively affects their physical, mental and emotional health -That there is a normal range of emotions (e.g. happiness, sadness, anger,</p>	<p><b>Internet Safety and Harms</b> - That for most people the internet is an integral part of life and has many benefits</p>	<p><b>Physical Health and Fitness</b> - to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good</p>	<p><b>Healthy Eating</b> -what positively and negatively affects their physical, mental and emotional health</p>	<p><b>Drugs, Alcohol and Tobacco</b> - that household products, including medicines, can be harmful if not used properly</p>	<p><b>Health and Prevention</b> -how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop</p>
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fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations		and not so good consequences			simple skills to help prevent <a href="#">diseases spreading</a> -about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
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Year 2 PE			
<b>Games</b> <ul style="list-style-type: none"> <li>- Throw and catch with control</li> <li>- Strike a ball with control (e.g. using hands with tennis racket or feet with football)</li> <li>- Follow the rules of a game and play fairly</li> <li>- Pass to team mates at appropriate times</li> <li>- Continue to develop tactics which will help your team</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>- Link three or more actions to perform sequence</li> <li>- Perform and repeat sequences</li> <li>- Change speed and levels within a performance</li> <li>- Choose movements to communicate a mood, feeling or idea.</li> <li>- Develop physical strength by practicing moves.</li> <li>- Use styles from different cultures (e.g. Bollywood and African dances)</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>- Link two or more actions to make a sequence</li> <li>- plan, perform and remember actions within a sequence</li> <li>- Move with some control and awareness of space</li> <li>- Show contrasts (such as small/ tall, straight/ curved and wide/ narrow.)</li> <li>- Hold a position whilst balancing on different points of the body</li> <li>- Climb safely on equipment</li> <li>- Stretch and Curl to develop flexibility</li> <li>- Jump in a variety of ways and land with increasing control and balance</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>- Athletics activities are combined with Games in EYFS and KS1</li> </ul>