

# Year 2 Summer

## **GEOGRAPHY**

### **Place knowledge**

- Identify the features of rivers, valleys and mountains
- Use a wide variety of geographic terms to refer to a key physical and human features
- Use aerial photographs to devise a simple map with keys and symbols to identify landmarks and human and physical features.
- Compare what is the same and different when comparing two areas and more than one piece of information

## **ART**

- Create a collage using various materials
- Know where colours go on a colour wheel and create these by combining different colours
- Measure and mix paint they need and apply paint sensitively and with control
- Understand how to effectively and accurately cut
- Artists and designers who use the different studies movements and techniques in their work
- Discuss own and others' work expressing thoughts and feelings and identify any changes they might take

## **ONLINE SAFETY AND DIGITAL CITIZENSHIP**

### **Coding**

- Create and (take apart) simple programs
- Use logical reasoning to predict behaviour of some programs

### **Drawing and photography**

- Use the timer when taking a photo

### **Animation**

- 'Delete'
- Use the 'play' button to view created animations
- Motion path: use 'motion path' to animate a single object on a slide drawing in the path for it to take, including the use of scale to cause the object to gradually become smaller or larger.
- Animating an object
- Explore varying animation effects using an object
- Delete an animation to remove the settings by tapping the animation icon at the bottom of the screen

### **Additional iPad functions**

- Use the map app to find my location and view it as a map, satellite, hybrid or terrain map including using the 'flyover' feature if available
- Use the map app to find directions from one location to another
- Use the map app to look at street views of available locations
- Access airplay to share work via Apple TV box
- Link screen record to the control centre and use it to capture live workings on the iPad
- Once work has been uploaded, know how to make adjustments to the way it's shared independently: delete an item, add a comment, change the subject folder, edit the work to re-access the tools as used in drawing mode, edit the people that are shared into the same work, save and share content to other destinations
- Access assigned activities by tapping the activities button to add a response to a specific location linked to an activity given by the class teacher independently.

## **HISTORY**

- Events beyond living memory that are significant nationally or globally: Great fire of London
- Can describe similarities and differences between ways of life and artefacts in different periods.
- The lives of significant individuals in the past who have contributed to national and international achievements. She should be used to compare aspects of life in different periods (George Stephenson and King Charles II)
- Use a wide variety of vocabulary of everyday historical terms (including language related to passing of time and abstract concepts e.g. democracy, monarchy, aristocracy)

## **DT**

- Apply decorations such as running or over stitch to a product

### **Design**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Use of technology to assist in designing a product

### **Evaluate**

- Evaluate and assess existing products and those that they have made using a design criteria

### **Make**

- Choose appropriate tools, equipment, techniques and materials from a wide range
- Safely measure, mark out, cut and shape materials and components using a range of tools

### **Fine motor skills**

- Tie a simple knot in a piece of string

### **Fabric**

- Explore how to use basic stitches to join fabric together
- Use printing, dipping and fabric pens to colour fabric

## SCIENCE

### Use 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 materials can be changed by squashing, being, twisting and stretching

### Planning and predicting

- Suggest what might happen and begin to give reasons for their predictions
- Think. About and discuss whether comparisons and tests are fair or unfair

### Investigating and observing

- Carry out simple tests, comparative tests and experiments
- Recognise and describe simple patterns seen from tests and observations

### Recording analysing and evaluating

- Say whether what happened was what was expected and draw simple conclusions
- Suggest where something has made a difference (variables)
- Use scientific equipment appropriately and understand its purpose

### Maths in science

- Interpret and construct simple pictograms, tally charts, clock diagrams and simple tables
- Simple bar charts
- Ask and answer questions about totalling and comparing categorical data
- Maths vocabulary - standard measures, height, temperature,

## PSHCE

### Families, friendships and relationships

- Understand the wider family and who provides love, security and stability
- Recognise different areas where secrets should be shared with trusted adults
- Be able to explain why you have asked an action to stop

### Values

**Teamwork** - listen to others' points of view and be respectful of their opinions

- Work with a team to share ideas and complete work

**Ethos and attitude** - show a positive attitude to learning

- Work to solve a problem and keep trying
- From information given, find out more about a subject through research

### Empathy and respect

- Recognise and respect the similarities and differences between people
- Recognise what is fair and unfair and can start to resolve simple arguments or conflicts through negotiation
- Understand the need for rules in a range of situations

### Safety

- Know who trusted adults are and who to speak to should you feel unsafe
- Know the correct terminology for the sexual organs and differences between boys and girls
- Understand the correct names of body parts that are personal and how to keep yourself safe (PANTS)
- What causes a fire
- What to do in the event of a fire
- To learn why first aid is important and that it can save lives
- To learn how to help if someone is bleeding, choking, suffering an asthma attack, suffering from burn, has a head injury
- To know what to do if someone is unresponsive and breathing or unresponsive and not breathing
- Is suffering an allergic reaction

## PE

### Games

Summer 1 - football

Summer 2 - cricket

### Strength and movement

Summer 1 - gymnastics - strength and technique

Summer 2 - athletics - running and jumping

**Athletics** - I can run varying my speed and directions and I can select a technique for jumping at distance

**Gymnastics** - I can balance on isolated parts of the body using the floor to hold balance for a select amount of time

**Technique** - I can explore movement and link them together with speed and strength

Performance - I can perform ways of travelling and link these into a sequence