

# Year 2 Autumn

## GEOGRAPHY

### Locational knowledge

- Name and locate the words' seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas

### Place knowledge

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold was of the world in relation to the equator and the North and South poles.
- Use a wide variety of geographic terms to refer to a key physical and human features
- 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
- Use world maps atlases and globes to identify the UK and its

## DT

- Understand the need for a variety of food in a diet
- Understand the all food has to be farmed, grown or caught
- Understand how to create a variety of predominantly savoury dishes linked to your learning

### Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria

### Evaluate

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

### Make

- Chose 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

- Use a knife to cut food

### Food

- Use a wider range of cookery techniques to prepare food safely

## PE

### Games

Autumn 1 - Rugby

Autumn 2 - Netball or basketball

### Strength and movement

Autumn 1 - athletics, throwing and catching

Autumn 2 - dance

### Throwing and catching

- I can send a ball in the direction of another person and prepare my body to receive a ball using parts of my body

### Speed and direction

- I can vary how I travel with increased confidence and speed

### Athletics

- Throw - I can throw different objects in a variety of ways
- Dance- I can explore different levels of speed and movements on my own and as part of a group
- Movement - I can move and create different levels of speed.

## ONLINE SAFETY AND DIGITAL CITIZENSHIP

### Photography

- Lock the camera focus
- Adjust exposure to illuminate or darken a photo before taking it
- Apply filters to provide photos with a fun, moody or dramatic feel
- Explore lighting conditions (front, side and back)
- Crop an image

### Animation

- Add music
- Learn how to adjust sound settings and mute noise video recordings to subtract unwanted sound captured when recording
- Know how to add and frame photos into a clips project
- Add live titles to a clip so that when you speak whilst recording it adds text
- Add a grid in the camera app to guide shot compositions

### iMovie

- Begin to use green screen techniques with supports (you may wish to combine this with stop animation)

### Keynote

- Change the background colour of a slide
- Change the colour of an object
- Recognise the use of opacity for an object
- Add text to a shape
- Apply typographical emphasis bold, underline, italic and strikethrough
- Resize an object
- Add a photo via the camera
- Rename projects to support organisation
- Use the undo tool and hold the redo

### Coding

- Create and debug (take apart) simple programs

### Additional iPad functions

- 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, knowhow to make adjustments to the way it's shared independently: delete an item, add a comment, change the subject folder, edit the work to reassess 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

- Changes within living memory. These should be used to reveal aspects of change in national life (within living memory of parents, grandparents, staff e.g moon landing, olympics)
- Describe how the known object (artefacts) fit within a chronological order
- Can describe events that that happened in the past and use related language
- Show an awareness of the past relating to the passing of time
- Use a wide variety of vocabulary of everyday historical terms (including language related to passing of time and abstract sounds e.g democracy, monarchy, aristocracy)
- 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)

## **PSHCE**

### **Families, friendships and relationships**

- Families do not always live together
- Recognise important aspects of friendships (kindness, generosity, respect, sharing interests)
- Recognise who we have respect for in our lives and why
- Understand that people can be unkind and what to do if a friend is unkind

### **Understanding their place in the world**

- Understanding the different forms of recycling and why we recycle (including the impact of the environment)

### **Safety**

- What is safe and unsafe at home
- Electrical safety
- To begin to recognise potential danger in different situations and know how to make them and yourself safe
- To know when to get adult help or to phone the emergency services
- To learn what details are important to give to the emergency services
- To learn why it is important and how to keep the person calm
- Understand the correct name of body parts that are personal and how to keep yourself safe (PANTS)

### **Physical wellbeing**

- Know the difference between vital emergencies and how to reopen, including how to raise the alarm if needed

### **Mental wellbeing**

- Recognise different feelings and say how I feel
- Begin to understand others may have different feelings to me at times
- Explore a wider range of emotions and how these make you feel
- Build your vocabulary on emotions and be able to discuss these
- Recognise some strategies that help you in the 5 point emotional scale
- Think about why certain activities are good for your mental wellbeing

### **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

## **ART**

- Understand how to create a painting using poster paint and a range of colours
- Understand how to use a variety of different media to create a drawing that shows a range of tones
- Artists and designers who use the different studies, movements and techniques in their work
- Experiment with tones using pencils, chalk, pastels or charcoal
- Select own painting equipment showing an understanding of their various purposes
- Discuss own and others' work expressing thoughts and feelings and identify any changes they might take
- Compare their work to that of artists and designers
- Fine motor skills - use and hold a ruler and draw in a straight line.