



Cycle 1 Year 2 Autumn term

Synopsis:

Using the History-focused Guess Who learning sequence, Year 2 children will learn about Queen Elizabeth I and Queen Elizabeth II, comparing similarities and differences in both periods of time to their own experiences. They will construct timelines and explore the significant contributions of both monarchs within the context of the United Kingdom and on a global scale.

In DT pupils will explore and compare mechanisms in use, for example a London bus, and will then design, make and evaluate their own products using a wide range of tools and equipment for specific purposes and using a range of techniques.

In Art, pupils will explore pencil and painting techniques to create portraits using a range of materials.

In Science, pupils will build on knowledge of their bodies and senses to ask a wide range of scientific questions focused on the basic needs of animals and the impact and importance of a varied diet and exercise for humans. They will carry out practical investigations and record findings in a variety of ways to answer their questions.

History

Historical Concepts

Describe and understand the significance of historical events beyond living memory (nationally or globally)

Describe key people from the past who have contributed to national and international achievements and understand their significance

Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods

Know about changes within living memory and how they affected changes in national life eg toys, homes, transport

Know about local historical events, people and places

Stories & Sources

Use range of artefacts, pictures, stories and online sources to answer historical questions

Understand different representations of the past by drawing comparisons

Historical Questions

Ask wide range of questions about the past using parts of stories and sources

Historical Vocabulary

Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer

D&T

Design

Design products for others and themselves that are purposeful, functional and appealing

Generate, develop, model and communicate ideas through talking, drawing, templates and ICT

Evaluate

Explore and evaluate a range of existing products eg home, school

Evaluate own ideas and designs against given design criteria

Technical Knowledge

Build structures, exploring ways to stiffen, stabilise and strengthen

Explore and use mechanisms eg levers, wheels and axles

Make

Select from and use a wide range of tools and equipment to perform practical tasks eg cut, shape, join and finish

Art

Media & Materials

Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines

In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns

In painting, mix colours to make secondary colours and add white to make tints/black to make tones

Vocabulary

Use correct artistic vocabulary eg tone, tint, pattern, texture

Skills

Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials

Computing

E-Safety

Use technology safely and respectfully, keeping personal information private

Identify where to go for help/support when concerned about content/contact on internet/other online technologies

Science

Make Observations

Observe closely

Perform Tests

Perform simple tests

Ask Questions

Ask and raise their own scientific questions

Use first-hand practical experiences to find answers

Gather Data

Gather and record data using diagrams, words and charts

Analyse Data

Discuss what they have found out

Use Equipment

Use simple equipment eg hand lenses, egg timers

Animals Including Humans

Describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene