

DT - Mechanisms

The children will plan, design, create and evaluate a fire engine vehicle.

Design Process skills:

- Explore and evaluate existing products
- Evaluate design throughout, note changes and make improvements
- Use pictures and words to convey what they want to design/make.
- Develop more than one idea and annotate ideas with notes to help explanations.
- Select and name materials/tools needed and explain why they are using them
- Check finished product against design criteria

Skills:

- To make vehicles with construction kits which contain free running wheels
- To use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.
- Roll paper to create tubes
- To attach wheels to a chassis using an axle
- To join appropriately for different materials and situations e.g. glue and tape
- To mark out materials to be cut using a template
- Fold, tear and cut paper and card
- Cut along lines straight or curved
- To use a range of materials and experiment with which is the best.
- Use a hole punch

Vocabulary: construction, dowel, chassis, axle, template

PSHE

Children will:

Skills:

Vocabulary:

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Science

Uses of Everyday Materials

Children will learn to:

- 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.

Skills/working scientifically:

Compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits and in stories, rhymes and songs).

Observe closely.

Identify and classify the uses of materials.

Record their observations.

Think about unusual and creative uses for everyday materials.

Vocabulary: brick, fabric, elastic, foil, property, solid, opaque, transparent, squash, bend, flexible, twist, stretch, push, pull, roll, slide, bounce

Living Things and Their Habitats

Children will learn to:

- explore and compare the differences between things that are living, dead, and things that have never been alive.
- identify that most living things live in habitats to which they are suited and describe how different habits provide for the basic needs of different kinds of animals and plants and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- 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

Skills/working scientifically:

Sort and classify things according to whether they are living, dead or were never alive.

Record their findings using charts.

Describe how they decided where to place things.

Explore questions such as 'Is a flame alive? Is a deciduous tree dead in winter?'

Talk about ways of answering their questions.

Construct a simple food chain that includes humans.

Describe the conditions in different habitats and micro-habitats

Find out how the conditions affect the number/type of plants and animals that live there.

Vocabulary: living, dead, habitat, microhabitat, woodland, meadow, hedgerow, pond

Scientist Study: Joan Beauchamp Procter - zoologist

Art and Design - 3D/Collage

Children will:

Create a Collage/3D Diorama habitat

Drawing Skills:

- Draw first hand observations of habitats/plants/animals
- Explore the work of linked artists and make observations
- When creating observational drawing focus on the line and shape of the image, add depth using tone and texture using light and dark line/patterns

Skills:

- Experiment with constructing and joining recycled, natural and manmade materials
- Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.
- Use simple 2D shapes to create a 3D form
- Arrange and glue materials to different backgrounds
- Fold, crumble, tear and over-lap papers
- Collect, sort, name and match colours/materials for an appropriate image
- Create and arrange shapes
- Create, select and use textured paper for an image

Vocabulary: observational, lines, marks, form, shape, tone, texture, colour, media, construction, 2D/3D

Linked Artists: illustrator Eric Carle, Hannah Hoch and Kurt Schwitters (collage artist)

Computing

Children will follow the Purple Mash scheme of work effective searching and questioning topics.

Skills:

- To evaluate the effectiveness of a pictogram and use this to develop a new way to present data.
- To use a database to answer more complex search questions.
- To use the search tool to find information.
- To understand the terminology associated with searching.

Vocabulary - Data, database, binary tree, internet, search, search engine.

Online Safety - Online Reputation, Online Bullying, Managing Online Information (Educated for a Connected World - see progression within document) column 3

Vocabulary - online reputation, digital footprint, judgement block, report, search engine, reliability, influence

History

Children will learn:

- Pre-teach vocabulary
- Use an artefact led enquiry to learn about the Great Fire of London, Samuel Pepys and the Plague
- The children must show that they know and understand about the past in different ways - speaking, role play, drawing and writing
- Understand historical concepts and use them to make simple connections and ask/answer simple questions

Skills:

Chronology

Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago

Communication

Retell simple stories about people and events from the past

Talk about who/what was significant/important in a simple historical account

Events people and Change

Events beyond living memory, which are significant nationally or globally

The lives of significant individuals in the past who have contributed to national and international achievements

Enquiry, Interpretation and Using Sources

Choose parts of stories and other sources to show what they know about significant people/events

Vocabulary:

After, before, yesterday, past, last year, a long time ago, national artefact

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Music

Children will:

- Look at musical structures and be able to identify the verse and chorus of number of songs. Children to compose a song with a verse and a chorus.
- Look at duration of notes. To understand the names of musical notation and their roles in music. Quaver, Crotchet, Minim and Semibreve.
- Be able to say that duration means how long and short a note is. To find and locate these notes in music.
- Play a number of pitch related games. To be able to say that pitch means how high or low the note is. To be able to identify low and high notes.
- Learn that 'dynamic' means volume. To understand the Italian words Fortissimo, Forte, Mezzo Forte, Mezzo Piano, Pianissimo, Diminuendo and Crescendo.
- Listen to the timbre of instruments and will be able to name the material used.
- Perform a song on a glockenspiel

Skills: listening, manipulating, identifying, composing, understanding musical notation, time-keeping, language, performing

Vocabulary: structures, verse, chorus, composition, duration, notation, quaver, crotchet, minim, semibreve, pitch, dynamic, volume, fortissimo, piano, forte, pianissimo, diminuendo, crescendo, traditions, glockenspiel, expression, rhythm, pulse

Geography

Children will be able to name, locate and identify the characteristics of the four countries that make up the United Kingdom and their capital cities.

- They will know the seas that surround the UK
- They will recognise the continents and oceans of the World.
- Recognise and use Alpha - numerical grid references

Skills:

Mapping

Know that symbols mean something on maps

Find a given OS symbol on a map with support

Know which direction North is on an OS map

Fieldwork Use simple compass directions (NSEW)

Communication Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where

Vocabulary:

North, south, east, west, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, ocean, continent, Asia, Africa, North America, South America, Antarctica, Europe, Australasia/Oceania, island