

Key: Science History Geography DT ICT/Computing Music Art

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y2	<p>How could you survive on the moon? (growth &amp; care of animals incl. humans)</p>	<p>How does your garden grow? (growth &amp; care of plants)</p>	<p>Why does it live there? (living things and their habitats)</p>	<p>How could you survive on the moon? (growth &amp; care of animals incl. humans)</p>	<p>How does your garden grow? (growth &amp; care of plants)</p>	<p>Why does it live there? (living things and their habitats)</p>
	<p>What's wrong with a table made from jelly? (everyday materials &amp; their uses)</p>			<p>What's wrong with a table made from jelly? (everyday materials &amp; their uses)</p>		
	<p>Discovering new worlds (exploration in the past)</p>	→	<p>Who started it? (The Great Fire of London)</p>	<p>Why were castles built? (changing roles of monarchs)</p>	→	<p>Who started it? (The Great Fire of London)</p>
	<p>Where in the world is Sid? (world Geography)</p>	<p>What's the weather like today?</p>	<p>Oh I do like to be beside the seaside! (human &amp; physical features)</p>	<p>Where in the world is Sid? (world Geography)</p>	<p>What's the weather like today?</p>	<p>Oh I do like to be beside the seaside! (human &amp; physical features)</p>
	<p>How fast can your sports car travel? (making moving vehicles)</p>	<p>How do you make a healthy flapjack?</p>	<p>How can we tell a story? (making puppets)</p>	<p>How fast can your sports car travel? (making moving vehicles)</p>	<p>How do you make a healthy flapjack?</p>	<p>How can we tell a story? (making puppets)</p>

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Science	History	Geography	DT	ICT/Computing	Music	Art	
Autumn A		Spring A		Summer A	Autumn B	Spring B	Summer B
ICT/Computing: Programming		ICT/Computing: Use of ICT			ICT/Computing: E-Safety		
Y2	<p><b>Scratch</b></p> <p>Using green flag to start.</p> <p>Using &amp; combining programming blocks (pre-made → standard) to make a sprite</p> <ul style="list-style-type: none"> <li>- move</li> <li>- turn</li> <li>- say something</li> </ul> <p>Selecting sprites and backdrops from the Scratch library.</p> <p>Understanding of terms 'sprite', 'backdrop'.</p>	<p>As in Y1, plus:</p> <p><u>Text</u>: Typing longer pieces of text using the keyboard (in <b>MSWord</b>, <b>MSPowerPoint</b>).</p> <p>Aligning text using left, right &amp; centre tools.</p> <p>Selecting the font, size and colour of text.</p> <p><u>Graphics</u>:</p> <p>Using shape tools to draw.</p> <p>Using solid, pattern &amp; gradient fills.</p> <p>Changing the width of a brush, spray or line.</p> <p><u>Multimedia</u>: Using digital devices to take photos.</p> <p>Uploading photos on to a computer.</p> <p>Inserting text and images into slides in presentation software (e.g. <b>MSPowerPoint</b>).</p> <p>Formatting and resizing images.</p> <p>(Inserting recorded sounds.)</p> <p><u>Data handling</u>:</p> <p>Using a branching database (e.g. prepared <b>PPT slides</b>; <b>Textease Branch</b>).</p> <p><u>Websites</u>:</p> <p>Beginning to use search engines (<b>Google</b>, <b>Bing</b> etc.) to find out answers to questions.</p> <p><u>Email</u>: Beginning to read, send and reply to emails.</p>			<ul style="list-style-type: none"> <li>• I can explain why I need to keep passwords and personal information private.</li> <li>• I can describe the things that happen online that I must tell an adult about.</li> <li>• I know that not everyone is who they say they are on the Internet.</li> <li>• I can talk about why it is important to be kind and polite online and in real life.</li> <li>• I can talk about why I should go online for a limited amount of time.</li> </ul>		
	<p><b>Textease Turtle</b></p> <p>Using the keypad to control an on- screen turtle.</p> <p>Navigating mazes/obstacle courses.</p> <p>Drawing squares and rectangles.</p> <p>(Filling the turtle's trail with colour.)</p>						

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Y2	<p><b>Singing:</b>  <i>'Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.'</i>            Class songs e.g. from Year 2 Music Express; topic-related songs; songs for school assemblies; songs for KS1 musical Nativity.</p> <p><b>Playing musical instruments; reading &amp; notating music.</b>  <i>'Pupils should be taught to play tuned and untuned instruments musically.'</i>            Use of a range of classroom percussion instruments to play solo or as an ensemble, or to accompany singing.            Ocarina (whole class) tuition.</p> <p><b>Composing:</b>  <i>'Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.'</i>            (As above.)</p> <p><b>Listening &amp; appraising:</b>  <i>'Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.'</i>            Opportunities to listen to live music (e.g. older children singing and/or playing instruments; visiting musicians) and recorded music from a range of times and cultures.</p>					

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Y2

**Fine Art Skills**

*'Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.'*

In Year 2 at BT this means:

- Sketching lightly
- Colouring neatly between lines
- Mixing tertiary colours
- Making tints & shades
- Identifying warm & cold colours
- Showing depth/distance
- Basic figure proportion

**Media:**

*'Pupils should be taught to use a range of materials creatively to design and make products.'*

In Year 2 at BT this means:

- Texture collage
- Clay tile
- Relief print
- Puppet
- Mini stage set
- Puppet video
- ICT pictures
- Uploading photos on to a computer; editing, enhancing & saving photos.