

Plants <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and sustainable temperature to grow and stay healthy 	S C I E N C E	Animals including humans <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival(Water, food, air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.. <p>YELLOW = CYCLE A</p>	
Uses of everyday materials <ul style="list-style-type: none"> 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. 		Working Scientifically (Statutory) <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions 	
Living thing sin their habitat <ul style="list-style-type: none"> 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 habitats 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. 		Year 2 Curriculum Skills Coverage CYCLE A	MUSIC <ul style="list-style-type: none"> Identify tempo and Dynamics, Identify pitch. Repeat back basic rhythms' Sing using dynamics. Play simple rhythms on tuned and untuned instruments. Perform own sound and combine them with others Choose the best percussion instrument to use for particular tasks Choose a pattern of notes to play
ART <ul style="list-style-type: none"> Explores tone using different grades of pencil, pastel and chalk Uses line and tone to represent things they have seen, remembered or observed Experiments with and enjoys colour Creates patter using different tools Explores and recreates patterns and textures with an extended range of materials eg sponges, leaves, fruit 			
History		Geography	
<ul style="list-style-type: none"> Sequence artefacts, events and photos closer together in the time from different periods of their life Confidently describe similarities and differences in artefacts Begin to give simple reasons why changes have occurred in the past Give more than one effect of an event and give explanations Ask questions such as why, what, who, how and where about a source and can consider its effectiveness Describe an event using temporal language Connect ideas and give simple phrases as to why an event occurred Begin to write in a different genre eg diaries, postcards, reports and letters 		Location Knowledge <ul style="list-style-type: none"> To name and locate the four countries and capitals of the UK Knowledge and Interpretation <ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK <u>Human and Physical Geography</u> <ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the united kingdom To use basic geographical vocabulary to refer to key physical features and human features Geographical Skills and Field work <ul style="list-style-type: none"> To use world maps, atlases and globes to identify the UK and its countries To use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of its surrounding environment 	

I C T	Information Technology <ul style="list-style-type: none"> Develop an awareness of keyboard layout and use of a mouse Begin to use an appropriate search engine supported by an adult To use a program to create a simple document (open, save, retrieve) 	P E P	Games <ul style="list-style-type: none"> Pass a ball accurately to a partner over a variety of distances Perform a range of rolling, throwing, striking, kicking, catching and gathering skills – with control Make simple decision on when and where to run Participate in team games, developing simple tactics for attacking and defending Make simple decisions about where and when to run Choose and use tactics to suit different situations
	Digital Literacy <ul style="list-style-type: none"> Reinforce awareness that: People you don't know are strangers and are not always who they say they are Some information is personal and needs to be private To tell an adult if they see anything worrying online To recognise uses of technology outside school To find, edit and save files they are working on. 		Dance & Gymnastics <ul style="list-style-type: none"> Explore, remember and repeat dance actions including gesture, travelling and stillness Compose and perform dance using short phrases Use movement to reflect mood Remember, repeat and link gymnastics and still movements Use simple apparatus safely and with confidence Improve their work using information they have gained by watching and listening

DESIGN AND TECHNOLOGY		F O R E S T A N D F A R M S C H O O L	Cooking & Nutrition <ul style="list-style-type: none"> Begin to identify where food groups come from (animals or plants) To know that food has to be farmed, grown elsewhere (eg home or caught) That everyone should eat at least five portions of fruits and vegetables every day How to prepare simple dishes safely and hygienically, without the use of a heat source How to use techniques such as cutting, peeling and grating.. <p>See also Science 'Animals including humans' objectives. <u>All Children will – grow fresh produce/ produce a product to sell/ Plan and cater for an event for the outside community.</u></p>
<ul style="list-style-type: none"> To design purposeful, functional and appealing products for themselves and others To draw from their own experiences to help generate ideas To suggest ideas and explain what they are going to do To identify a target group for what they are going to design and make To model their ideas in card and paper To develop their design ideas applying findings from their earlier research 	Wellbeing <ul style="list-style-type: none"> To encourage curiosity and exploration and use of all senses To empower children in the natural environment To increase co-operation with peers To encourage spatial awareness, motor development and problem solving skills To review and recognise their own personal achievements 		
<ul style="list-style-type: none"> To make their design using appropriate techniques With help, to measure, mark, cut and shape a range of materials To use tools eg scissors, needles, pinsete To assemble, join and combine materials and components together using a variety of temporary methods eg: glue, masking tape To use simple finishing techniques to improve the appearance of their product 			
<ul style="list-style-type: none"> To evaluate their product by discussing how well it worked To evaluate their product as they are developed, identifying strengths and possible changes they might make To evaluate their product by asking questions about what they have made and how they have done it. 			

