

## SCIENCE

Pupils should be taught to:

- Explore and compare the differences between things that are living, dead, and things that have never been alive (Link to arctic animals)
- 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 i.e rockpools
- 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.

### **Explore**

- animal habitats in our grounds and how this affects how animals look and live.

### **Revise**

- living and non-living things.

### **Explore**

- differences and similarities between plants and animals. Sort animals into groups.

### **Explore**

- animals and plants in our local environment. (Nature Walk.)

### **Name, label and draw**

- minibeasts that we have collected.

### **Sort**

- minibeasts into groups using scientific vocabulary.#

### **ICT**

- create FACT CARDS.
- research facts
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### **Problem solve – Investigate Snail Habitats.**

- Explore how animals adapt to their environment.

## COMPUTING

- Understand what algorithms are; how they are implemented as programmes on digital devices; and that programs execute by following precise and unambiguous instructions.
- Write and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.

### **CONTROL**

- Using B-Bots and ICT programs to control a device.
- Creating instructions to control a device. (FLOOR MAPS OF SEAS AND OCEANS.)

### **E-safety Sessions.**

- Keep it Private

# AUTUMN 1 YEAR 2 SEAS AND OCEANS

## ARTS

### **MUSIC**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
  - Play tuned and untuned instruments musically.
  - Listen with concentration and understanding to a range of high-quality live and recorded music.
  - Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- RAIN RAIN GO AWAY** – Exploring timbre, tempo and dynamics.

### **ART**

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Batik maps of our locality. (Painting skills and colour mixing.)
- Carry out observational drawings of fish, paint fish.
- Children use primary colours and investigate colour mixing.
- Mix shades by adding white to create ocean colour-washes.
- Use salt and paint to produce an underwater effect.
- Make printing blocks for string printing
- Mix shades by adding white to create ocean colour
- Use salt and paint to produce an underwater effect
- Make printing blocks for string printing.

## PHYSICAL EDUCATION

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
  - Participate in team games, developing simple tactics for attacking and defending.
  - Perform dances using simple movement patterns
- GYMNASTICS DANCE GAMES** lessons alternate weeks.

## HUMANITIES

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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. **Locational knowledge**
  - Identify locations of oceans and seas on a globe.
  - Investigate the difference between an ocean and a sea?
  - Identify and locate oceans/seas around different continents and the UK.
  - Write labels/captions for maps
  - Study areal photographs of our locality.
  - Create maps of local area, constructing basic symbols in a key.
  - Use compass directions when constructing own maps.
  - Verbally use directional language. (ICT DIRECTION)
  - To state which features of a place are human features and which are physical features.

## FRENCH

- Recap all prior learning
- Sing along and do the actions to a French song with visual aid.
- Children will learn key body parts by singing head, should, knees and toes.
- Children can begin to answer questions such as:
  - What is it?
  - And respond by saying: It's/ they're.
- Children can follow this up by labelling a person with the correct body parts.