

SCIENCE

The changing shape of materials.

Which material should we choose and why?

Pupils should be taught 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.
- Discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).
- Explore the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials.
- Find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

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 different materials, and recording their observations.

PHYSICAL EDUCATION

MULTISKILLS

- Competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)
- Use FUNdamentals of movement to employ simple tactics in varied environments
- With guidance participate displaying respect, fair play and working well with other

COMPUTING

Making Music

- To be introduced to making music digitally using 2Sequence.
- To explore, edit and combine sounds using 2Sequence.
- To add sounds to a tune they've already created to change it.
- To think about how music can be used to express feelings and create tunes which depict feelings.
- To upload a sound from a bank of sounds into the Sounds section.
- To record their own sound and upload it into the Sounds section. To create their own tune using
- The sounds which they have added to the Sounds section.

SPRING 2

YEAR 2

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.
 - Northern Lights string pictures.
 - Drawing a Snow Scene.
 - Cold collage of Antarctica.
 - Weaving using 'Cold Colours' discussing texture using a range of materials.
 - (DT LINK)
 - Antarctic food – Pemmican food.

HUMANITIES

The continents of the World

Name continents, oceans and give facts.

Use maps, sources and artefacts.

Geography

Understand geographical similarities and differences Through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the **Equator** and the **North** and **South Poles**
- Use maps to locate continents and the equator.
- Investigate climate around the world.
- Seasonal and daily weather patterns.

FRENCH

Recognise most French body parts when they are spoken.

- Children will then continue to develop their learning of a range of body parts, for example: The arm, The leg, The head, The finger etc.

Children will make their own monsters using modelling dough and then the children will describe their monsters in French.

Using key Question and responses.