

Driver – Science

- Know how materials can be changed by squashing, bending, twisting and stretching
- Can I answer and investigate the question: Can I shape playdoh in different ways to make a boat that floats.
- Can I observe what happens to the boat?
- Can I answer the question why certain materials might or might not be used for a specific job?

Geography – Supporting the science driver

- Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland?
- Know the name of and locate the seas and bodies of water that surround the UK?
- Can I compare the four capital cities of the UK and give similarities and differences in human and physical geography?
- Can I identify famous landmarks in London?
- Can I understand how people move around in London?

Computing

Lesson 1: iFind

- To understand that the world wide web contains large amounts of information
- To use links to navigate a website

Lesson 2: iAnswer

- To know that the world wide web can be used to answer questions

Lesson 3: iAsk

- To find answers to questions by following hyperlinks

Lesson 4: iLocate

To locate specific information using a website

Lesson 4: iMove

- To program a simple animation involving movement

Lesson 5: iSpeak

- To write a simple program that produces an output (text or sound)

Lesson 6: iCreate

- To combine images and text to create a simple animation

Year 2 Curriculum Map – Autumn 2

How would traction have been used to build our school?

Music

- **Identify** the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.
- **Move and dance** with the music confidently.
- Sing songs from memory and/or from notation.
- Sing in unison and sometimes in parts, and with more pitching accuracy.
- Move confidently to a steady beat.
- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.
- Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.
- C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)
- Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.

PSHE

- Know there are stereotypes about boys and girls
- Know that it is OK not to conform to gender stereotypes
- Know it is good to be yourself
- Know that sometimes people get bullied because of difference
- Know the difference between right and wrong and the role that choice has to play in this
- Know that friends can be different and still befriends
- Know where to get help if being bullied
- Know the difference between a one-off incident and bullying
- Understand that boys and girls can be similar in lots of ways and that is OK
- Understand that boys and girls can be different in lots of ways and that is OK
- Explain how being bullied can make someone feel
- Can choose to be kind to someone who is being bullied
- Know how to stand up for themselves when they need to
- Recognise that they shouldn't judge people because they are different
- Understand that everyone's differences make them special and unique

PE

- plan and perform a sequence of movements
 - improve sequence based on feedback
 - think of more than one way to create a sequence which follows some 'rules'
 - use hitting, kicking and/or rolling in a game
 - decide the best space to be in during a game
 - use a tactic in a game
 - follow rules
 - change rhythm, speed, level and direction in dance
 - make a sequence by linking sections together
 - use dance to show a mood or feeling
- I can help praise and encourage others in their learning.

RE

- Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.
- Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).
- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).
- Re-tell a story about the life of the Prophet Muhammad (A2).
- Recognise some objects used by Muslims and suggest why they are important (A2).
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).
- Find out about and respond with ideas to examples of cooperation between people who are different (C2).
- Make links between what the Holy Qur'an says and how Muslims behave (A2).
- Ask some questions about God that are hard to answer and offer some ideas of their own (C1).

DT

- think of an idea and plan what to do next
- explain why they have chosen specific textiles
- choose tools and materials and explain why they have chosen them
- join materials and components in different ways
- measure materials to use in a model or structure
- explain what went well with their work
- make a model stronger and more stable
- use wheels and axles, when appropriate to do so