

	Geography	History	Science	Computing	Design and technology	Art and design	Music	PSHE
Programme of Study	<p>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.</p> <p>Name and locate the world’s seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>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.</p>	<p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p>Perform simple tests.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p> <p>Evaluate their ideas and products against design criteria.</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Learn how to talk about and share their opinions on things that matter to them.</p> <p>Learn how to listen to other people and play and work cooperatively.</p> <p>Learn to recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Learn about what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>Learn about things they can do to help look after their environment.</p> <p>Learn about the different roles and responsibilities people have in their community.</p>

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Year 2 Learning Intention (Skills)	<p>Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Locate the equator and the North and South Poles on a world map or globe.</p> <p>Name, locate and explain the significance of a place.</p> <p>Draw or read a range of simple maps that use symbols and a key.</p>	<p>Sequence significant information in chronological order.</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>	<p>Compare the suitability of a range of everyday materials for particular uses, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>Sort and group objects that float and sink.</p> <p>Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.</p>	<p>Plan and enter a sequence of instructions using a robot, specifying distance and angle of turn.</p> <p>Create and edit multimedia components for a range of tasks.</p>	<p>Use a range of mechanisms (levers, sliders, wheels and axles) in models or products.</p> <p>Create an operational, simple series circuit.</p> <p>Explain how closely their finished products meet their design criteria and say what they could do better in the future.</p>	<p>Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</p> <p>Use the properties of various materials, such as clay or polystyrene, to develop a block print.</p>	<p>Sing simple songs and chants with a sense of melody and shape.</p>	<p>Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.</p> <p>Construct and follow group, class and school rules and understand how these rules help individual pupils and the school community.</p>

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Year 2 Knowledge	<p>Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p> <p>An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.</p> <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p>	<p>A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p>	<p>A material's physical properties make it suitable for particular purposes, such as glass for windows and brick for building walls. Many materials are used for more than one purpose, such as metal for cutlery and cars.</p> <p>Some objects float and others sink. Objects that float are typically light or hollow. Objects that sink are typically heavy or dense.</p> <p>Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.</p>	<p>Robots can be programmed to follow a series of instructions using algorithms.</p> <p>Multimedia components, such as text, images, audio and video clips, can be created, edited and combined to create content for a range of tasks.</p>	<p>A mechanism is a device that takes one type of motion or force and produces a different one. A mechanism makes a job easier to do. Mechanisms include sliders, levers, linkages, gears, pulleys and cams.</p> <p>A series circuit is made up of an energy source, such as a battery or cell, wires and a bulb. The circuit must be complete for the electricity to flow.</p> <p>Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned.</p>	<p>Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged.</p> <p>A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern.</p>	<p>A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression.</p>	<p>People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.</p> <p>Rules are needed to help people live and work together safely and effectively. They should be decided on and agreed to as a group. They involve how people should behave, treat other people, treat other people's possessions and keep themselves and their environment safe and clean.</p>