

Year 2 Topic Planning 2019-20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p style="text-align: center;">Land Ahoy! <u>Art and Design</u></p> <p>Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use a range of materials creatively to design and make products.</p> <p style="text-align: center;"><u>Computing</u></p> <p>Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p style="text-align: center;"><u>D&T</u></p> <p>Explore and use mechanisms in their products. Select from and use a range of tools and equipment to perform practical tasks. Build structures, exploring how they can be made stronger, stiffer and more stable. Evaluate their ideas and products against design criteria.</p> <p style="text-align: center;"><u>Geography</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas. 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. 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</p>	<p style="text-align: center;">Towers, Tunnels and Turrets <u>Art and Design</u></p> <p>Use drawing, painting and sculpture to develop and share ideas.</p> <p style="text-align: center;"><u>Computing</u></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p style="text-align: center;"><u>D&T</u></p> <p>Select from and use a wide range of materials and components including construction materials, textiles and ingredients. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and evaluate a range of existing products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing templates, mock ups, and where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks. Evaluate their ideas and products against design criteria.</p> <p style="text-align: center;"><u>Geography</u></p> <p style="color: red;">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</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. Use simple fieldwork and observational skills to study the</p>	<p style="text-align: center;">Street Detectives <u>Art and Design</u></p> <p>Learn 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. Use drawing, painting and sculpture to develop and share ideas. Use a range of materials creatively to design and make products.</p> <p style="text-align: center;"><u>Computing</u></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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 style="text-align: center;"><u>D&T</u></p> <p>Select from and use a wide range of materials and components including construction materials, textiles and ingredients. Select from and use a range of tools and equipment to perform practical tasks. Design purposeful, functional, appealing products for themselves</p>	<p style="text-align: center;">Bounce! <u>Art and Design</u></p> <p>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Use a range of materials creatively to design and make products. Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p style="text-align: center;"><u>Computing</u></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p style="text-align: center;"><u>D&T</u></p> <p>Explore and use mechanisms in their products. Select from and use a wide range of materials and components including construction materials, textiles and ingredients.</p> <p style="text-align: center;"><u>History</u></p> <p>Learn about the lives of significant individuals in the past.</p> <p style="text-align: center;"><u>Music</u></p> <p>Use their voices expressively or creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p style="text-align: center;">Wriggle and Crawl <u>Art and Design</u></p> <p>Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use a range of materials creatively to design and make products.</p> <p style="text-align: center;"><u>Computing</u></p> <p>Create and debug programs. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use logical reasoning to predict the behaviour of simple programs.</p> <p style="text-align: center;"><u>D&T</u></p> <p>Understand where food comes from. Select from and use a wide range of materials and components including construction materials, textiles and ingredients.</p> <p style="text-align: center;"><u>Geography</u></p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds, and the key human and physical features of its surrounding environment.</p> <p style="text-align: center;"><u>Music</u></p> <p>Play tuned and untuned instruments musically. Select from and use a wide range of materials and components</p>	<p style="text-align: center;">The Scented Garden <u>Art and Design</u></p> <p>Use drawing, painting and sculpture to develop and share ideas. Use a range of materials creatively to design and make products. Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn 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.</p> <p style="text-align: center;"><u>Computing</u></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p style="text-align: center;"><u>D&T</u></p> <p>Select from and use a range of tools and equipment to perform practical tasks. Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p style="text-align: center;"><u>Geography</u></p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds, and the key human and physical features of its surrounding environment. Understand geographical similarities and differences through studying the human physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p style="text-align: center;"><u>Music</u></p> <p>Use their voices expressively or creatively by singing songs and speaking chants and rhymes.</p>

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<p>physical features of its surrounding environment.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p><u>History</u></p> <p>Learn about the lives of significant individuals in the past.</p> <p><u>Music</u></p> <p>Use their voices expressively or creatively by singing songs and speaking chants and rhymes.</p>	<p>geography of the school and its grounds, and the key human and physical features of its surrounding environment.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>History</u></p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past.</p>	<p>and other users based on design criteria.</p> <p><u>Geography</u></p> <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>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p><u>History</u></p> <p>Learn about significant historical events, people and places in their own locality.</p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>		<p>including construction materials, textiles and ingredients.</p> <p>Evaluate their ideas and products against design criteria.</p>	
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