
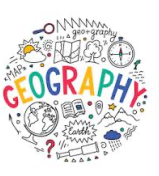










Year 2	Humanities			Arts			Sciences			
	History	Geography	Religious Ed	Art & Design	Music	PSHE	Science	Physical Ed	Computing	Design Tech
									 Includes E safety	
	<b>As historians we will be:</b>	<b>As geographers we will be:</b>	<b>As theologians and philosophers we will be:</b>	<b>As artists we will be:</b>	<b>As musicians we will be:</b>	<b>As caring citizens we will be:</b>	<b>As scientists we will be:</b>	<b>As sports people we will be:</b>	<b>As information technologists we will be:</b>	<b>As design technologists we will be:</b>
Spring 1	<b>Local Study- The Tudors in Peterborough</b> <ul style="list-style-type: none"> <li>Learning when Henry VIII lived in relation to other historical figures they have studied</li> <li>Placing Henry VIII and his reign on a timeline</li> <li>Learning about Henry VIII and why he started the Church of England and broke away from the Catholic Church</li> <li>Using paintings to understand the past</li> </ul>	<b>What is it like to live on the coast?</b> <ul style="list-style-type: none"> <li>Recapping naming/locating continents while revisiting countries and cities of the UK.</li> <li>Naming and locating the seas and oceans surrounding the UK in an atlas.</li> <li>Locating coasts in the UK, with a focus on the Jurassic coast.</li> <li>Naming some of the physical features of coasts.</li> <li>Explaining the location of UK coasts using the four compass directions.</li> <li>Locating main ports with a focus on Felixstowe as a local port.</li> <li>Identifying human features in a coastal town.</li> <li>Recording data using a tally chart.</li> </ul>	<b>Judaism: Belief &amp; Practices</b> <ul style="list-style-type: none"> <li>Learning who Moses was.</li> <li>Understanding that the Torah scrolls are made of special pieces of parchment and every word on them has to be perfect, so are usually written by a professional scribe.</li> <li>Learning what the 10 commandments are.</li> <li>Understand that the stories in the Torah are known to Christians as the Old Testament.</li> </ul>	<b>Painting: Expressive painting</b> <ul style="list-style-type: none"> <li>Exploring expressive artwork, with introduction to Charlie French.</li> <li>Expressing opinions about the work of Charlie French.</li> <li>Comparing work by Marela Zacarias.</li> <li>Holding a paintbrush correctly when painting and know what 'loading' the paintbrush is.</li> <li>Using paint to create differently shaped lines and of different thicknesses.</li> <li>Naming a variety of colours and choose a favourite colour and to give reasons for choices.</li> <li>Learning what primary colours are needed to mix secondary colours.</li> <li>Learning how to create lighter/darker shades of colour.</li> <li>Exploring a variety of tools used to paint, make choices and explain these choices.</li> </ul> <p style="text-align: center;"><b>Charlie French</b></p>	<b>I wanna play in a band: Rock</b> <ul style="list-style-type: none"> <li>Performing through: both singing and playing.</li> <li>Learning the names of musical instruments</li> <li>Listening to &amp; composing music</li> </ul>	<b>Dreams &amp; Goals</b> <ul style="list-style-type: none"> <li>Learning how to choose a realistic goal and set about achieving it</li> <li>Understanding the term perseverance</li> <li>Recognising what good group work looks like</li> <li>Developing ur skills of working with partner</li> <li>Increasing our awareness of what we are like as a learner</li> </ul>	<b>Materials: Squash, bend, twist &amp; Stretch</b> <ul style="list-style-type: none"> <li>Identifying and comparing the suitability of a variety of everyday materials.</li> <li>Describing how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<b>Striking &amp; Fielding</b> <ul style="list-style-type: none"> <li>Able to track a rolling ball and collect it.</li> <li>Developing accuracy in our under arm throwing</li> <li>Developing or accuracy with over arm throwing to gain further distance</li> <li>Improving our striking for distance</li> </ul>	<b>Presenting ideas</b> <ul style="list-style-type: none"> <li>Exploring how a story can be presented in different ways.</li> <li>Making a quiz about a story or class topic.</li> <li>Making a fact file on a non-fiction topic. (Year 2 Literacy)</li> <li>Making a presentation to the class.</li> </ul>	<b>Mechanical Systems-Axles &amp; Vehicles</b> <ul style="list-style-type: none"> <li>Investigating a range of vehicles, identifying and labelling their features.</li> <li>Learning what an axle is.</li> <li>Understanding what a chassis is.</li> <li>Exploring different ways of using axles, chassis and wheels to create a moving base.</li> <li>Designing a vehicle with wheels, axles and chassis, as well as a body.</li> <li>Following a design to make a moving vehicle.</li> <li>Evaluating our finished moving vehicle.</li> </ul> <p style="text-align: center;"><b>Henry Ford &amp; the mass manufacture of cars</b></p>
	Spring 2	<b>Key people</b> Henry VIII & Catherine of Aragon		<b>Christianity: Holy Week</b> <ul style="list-style-type: none"> <li>Understanding that Holy Week is the week between Palm Sunday and Easter</li> <li>Learning that it commemorates Jesus' last days of crucifixion</li> <li>Identifying different ways that some people celebrate Easter</li> <li>Extending our understanding of the Easter Story</li> <li>Exploring the concept of salvation.</li> </ul>	<b>Zootime: Reggae</b> <ul style="list-style-type: none"> <li>Performing through: playing.</li> <li>Listening to &amp; composing music</li> </ul> <p><b>Key Vocabulary this year:</b> Tempo Pulse Dynamics Orchestra Ostinati Improvise Appraise</p>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>Understanding what our body needs to be healthy</li> <li>Learning about being stressed and being relaxed</li> <li>Identifying when a feeling or emotion is strong or weak.</li> <li>Understanding food gives our bodies energy</li> <li>Understanding the importance of healthy snacks and how to make some.</li> <li>Appreciating that we need to make healthy lifestyle choices</li> </ul>	<b>Living Things: Our local environment</b> <ul style="list-style-type: none"> <li>Describing how animals obtain their food from plants and other animals, using the idea of a simple food chain</li> <li>Exploring and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identifying and naming a variety of plants and animals in our habitats</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Linking gymnastic shapes together</li> <li>Using shapes to create balances</li> <li>Linking travelling actions with balances using apparatus</li> <li>Improving our ability to roll as part of our sequencing work</li> <li>Using apparatus as part of our travelling and sequencing</li> </ul>	<b>Creating Pictures</b> <ul style="list-style-type: none"> <li>Learning the functions of the 2Paint a Picture tool.</li> <li>Recreating the Impressionist style of art (Monet, Degas, Renoir).</li> <li>Using the work of Piet Mondrian (Year 1 Art) in the style using the lines template</li> </ul>	

