

Geography

Human Geography

Can they describe some human features of their own locality, such as the jobs people do?
Can they explain how the jobs people do may be different in different parts of the world?
Do they think that people ever spoil the area? How?
Do they think that people try to make the area better? How?
Can they explain what facilities a town or village might need?
Can they explain how the weather affects different people?

History

Can they use words and phrases like: before I was born, when I was younger?
Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
Can they use the words 'past' and 'present' accurately?
Can they use a range of appropriate words and phrases to describe the past?
Can they sequence events about their own life?

RE

Christianity—Easter

Judaism—Unit 1—Shabbat & Hanukah

Judaism—Stories—Unit 3

Computing

Algorithms and Programs

Can they predict the outcomes of a set of instructions?
Can they use right angle turns?
Can they use the repeat commands?
Can they test and amend a set of instructions?
Can they write a simple program and test it?
Can they predict what the outcome of a simple program will be?

PE -

Dance—Units 1 and 2

Music

Charanga Units Spring 1 and 2

SMSC—

Health and Wellbeing

Cross Curricular English

Story writing—fairy tales/traditional tales

Cross Curricular Maths

Measurement / fractions

Year 2 Spring Term

Lets Create -

Tradition Tales and Fairy Tales



Art

Collage

Can they create individual and group collages?
Can they use different kinds of materials on their collage and explain why they have chosen them?
Can they use repeated patterns in their collage

Drawing

Can they use three different grades of pencil in their drawing (4B, 8B, HB)?
Can they use charcoal, pencil and pastels?
Can they create different tones using light and dark?
Can they show patterns and texture in their drawings?
Can they use a viewfinder to focus on a specific part of an artefact before drawing it?

DT

Planning, Working and Evaluating

Can they think of ideas and plan what to do next?
Can they choose the best tools and materials? Can they give a reason why these are best?
Can they describe their design by using pictures, diagrams, models and words
Can they join things (materials/ components) together in different ways?
Can they explain what went well with their work?
If they did it again, can they explain what they would improve?

Cooking and nutrition

Can they describe the properties of the ingredients they are using?
Can they explain what it means to be hygienic?
Are they hygienic in the kitchen?

Construction

Can they make sensible choices as to which material to use for their constructions?
Can they develop their own ideas from initial starting points?
Can they incorporate some type of movement into models?
Can they consider how to improve their construction?

Science

Plants

Can they describe what plants need to survive?
Can they observe and describe how seeds and bulbs grow into mature plants?
Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?
Can they describe what plants need to survive and link it to where they are found?
Can they explain that plants grow and reproduce in different ways?

Living things and their habitats

Can they match certain living things to the habitats they are found in?
Can they explain the differences between living and non-living things?
Can they describe some of the life processes common to plants and animals, including humans?
Can they decide whether something is living, dead or non-living?
Can they describe how a habitat provides for the basic needs of things living there?
Can they describe a range of different habitats?
Can they describe how plants and animals are suited to their habitat?

Observing closely

Can they use <see, touch, smell, hear or taste> to help them answer questions?
Can they use some scientific words to describe what they have seen and measured?
Can they compare several things?
Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?

Performing tests

Can they carry out a simple fair test?
Can they explain why it might not be fair to compare two things?
Can they say whether things happened as they expected?
Can they suggest how to find things out?
Can they use prompts to find things out?
Can they say whether things happened as they expected and if not why not?

Recording findings

Can they use text, diagrams, pictures, charts, tables to record their observations?
Can they measure using simple equipment?
Can they use information from books and online information to find things out?