

Geography in Year 2



	Autumn Geographical Skills and Fieldwork	Spring Human and Physical Geography	Summer Location and Place Knowledge
Objectives	<p>Use fieldwork and observational skills to study the geography of the school grounds and the key human and physical features of it's surrounding environment.</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>Use basic geographical vocabulary to refer to key human and physical</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>name and locate the world's 7 continents and 5 oceans</p>
Teaching Focus	<p>Make models of places and draw/photograph from ariel perspectives.</p> <p>Studying the geography of the school grounds., marking locations of microhabitats on a map of the school grounds (Science Link)</p>	<p>Recap the UK and capital cities focusing on the human and physical geography of the capitals.</p> <p>Using Maps to devise routes for programmable toys (Computing Link)</p> <p>E.g: wolves route between three pigs' housesfeatures.</p>	<p>Within the context of the school carnival, learn about the location of the 7 continents and oceans.</p> <p>Contrast one non-European town with Colchester.</p> <p>E.g Mbitini (Africa) contrasting weather, physical features and way of life.</p>
Enhancements	<p>'Hiding the Gunpowder' game (History Link) Children hide a small pot and mark it's location on a classroom map for a friend to find.</p> <p>Ariel pictures and perspectives of the school on display.</p> <p>Google Earth on the IWB for exploration. (Computing Link)</p>	<p>Programmable toys and mats that depict maps (both real, imaginary and hand drawn by the children)</p> <p>A variety of maps and books about the uk</p> <p>Puzzles of the UK.</p> <p>Wordwall Games on IWB—locating the 4 countries and capitals of the UK.</p>	<p>'Continent Boxes' with books objects and animals from each continent.</p> <p>Wordwall Games on IWB—locating the continents and oceans</p> <p>Puzzles of world maps.</p> <p>Atlases</p> <p>QR codes linked to place info</p>
Project Examples	<p>Make a model village and create a map.</p>	<p>Modrock landscape sculpture of a location and it's physical features (Art Link)</p>	<p>Create a presentation about Colchester and a contrasting town.</p> <p>Create artwork, cook food, learn dances and make fact sheets linked to a chosen place to share with parents at the school carnival.</p>

Art in Year 2



	Autumn Drawing, Painting and Collage	Spring Printing and Sculpture	Summer Textiles
Objectives	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide 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.		
Teaching Focus	<p>Painting Area: Primary colours only available in the painting area. Lessons focus on teaching children to select, use and clean resources such as paints, palettes and brushes.</p> <p>Gallery: Children are encouraged to use the display space to display works of Art that they are proud of. The focus is on judging the value of their work for themselves. Is it worthy of a place in the gallery? What ideas or skills does it demonstrate?</p>	<p>Painting Area: Focus on adding black and white to make tints and shades.</p> <p>Gallery: Children are encouraged to add an ‘inspired by...note to their work , were they inspired by a story, an artist, an object?’</p> <p>Clay area: Make the addition of a clay area, teaching skills such as wedging, scoring, using slip and glaze etc.</p>	<p>Painting Area: teach children how to use tools to add texture to their paintings and make them available in the painting area.</p> <p>Gallery: Add post –it’s to the area for children to make comments on the displayed art works. The curator may monitor these and feedback interesting contributions to the class.</p> <p>Textiles Area: Make the addition of a textiles area . Teach children how to use simple techniques such as stitches, finger knitting and weaving .</p>
Enhancements	Paint colour charts – children challenged/ inspired to create colours with different values. Plants/flowers to paint – in colours that will require children to mix primary colours! Collections of Natural objects for transient art.	Polystyrene tiles and rollers for relief printing Images of famous portraits and mirrors for self-portraits.	Cardboard discs for making friendship bracelets. Differently coloured wool and yarn. Interesting textiles from around the world (e.g. Ken-te cloth, Fijian Tapa, etc)
Project Examples	<p>Focus Artists: Helen Ahpornsiri (garden creatures collages). Claude Monet: (garden paintings)</p> <p>-Natural objects collages, inspired by Ahpornsiri</p> <p>-Paintings in the style of Monet</p> <p>Relief Print Poppies for Remembrance Day</p> <p>Mixed Media Christmas card—charcoal drawing and marbling inks.</p>	<p>Focus Artists: Michelle Reader (sculptures from rubbish). Ton Schulten (paints using blocks of colour)</p> <p>Ton Schulten cityscapes using blocks of colour – colour, tints and shades mixed by the children.</p> <p>Making coil pots from clay.</p> <p>Modrock landscape sculpture of a location and it’s physical features (Geography Link)</p>	<p>Focus Artists: Grunta Stolzl (textiles—weaving)</p> <p>Roman Tabards made using natural dyes.</p> <p>Applique and printed flags for carnival.</p>

Computing in Year 2



	Autumn	Spring	Summer
	Using the Internet and Computer Art	Programming Toys and Word Processing	Presentation Skills
Objectives	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies recognise common uses of information technology beyond school	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Use technology purposefully to create, organise, store, manipulate and retrieve digital content
Teaching Focus	E-safety: Who/what can we trust on line? Keeping personal information safe. What to do if I'm concerned. Laptops: logging on, using a safe internet search engine, saving work. Ipads: taking and saving pictures, using apps Logging on to bug club and DB Primary.	Teaching focus on using probots and ways of recording algorithms. Link to positional language and direction in Maths—teach the language of full, half and quarter turns. Introduce online games and sites that teach programming such as J2e, Turtle Academy etc	Help children to extend research skills beyond online resources by saving resources in accessible locations. Teach children how to retrieve stored documents for use in their own research. Encourage children to combine their skills to create presentations that include text, images and transitions.
Enhancements	Use of QR codes to support CP Challenges designed to encourage exploration of apps on iPads Google Earth used to explore ariel perspectives (Geography Link)	Challenges linked to Probots and a variety of mats out for children to use. J2e and Scratch added to favourites bar for children to access independently. Virtual T app and augmented reality T-shirt to explore digestive and respiratory system.	Provide good models of presentations in the form of documents that children can use for their own research.
Project Examples	Use 2create a story to retell a fable with the addition of pictures, sounds and animation. Use 2 paint a picture 'Acrylic' to create a picture in the style of Monet—save— retrieve and print. Recreate 'Cottingley Fairy Hoax' pictures by photographing and applying filters to pictures to make them appear aged.	Internet research linked to topic, using skills developed over the last half term. Poster linked to topic created in word, children to include images that they have cut, pasted and resized.	Presentation linked to topic that includes text, images and transitions.

History in Year 2



	Autumn Events Beyond Living Memory	Spring Changes within living memory Lives of Significant Individuals	Summer Significant events, people and places in Colchester
Objectives	To learn about events beyond living memory that are significant nationally or globally.	To learn about changes within living memory. To learn about the lives of significant individuals from the past who have contributed to national and international achievements.	To Learn about significant historical events, people and places in their own locality.
Teaching Focus	<p style="text-align: center;">The Gunpowder Plot</p> <p>Teach that children can use different sources of information to learn about the past. Children piece together information about the Gunpowder plot from letters, books and internet sources.</p>	<p>What were our parents lives like when they were children? How are they different from our lives today?</p> <p>-Children interview parents and grandparents -create a time capsule to help children from the future understand our lives.</p> <p style="text-align: center;">Significant Individuals: Neil Armstrong</p> <p>Children learn about the life of Neil Armstrong and his achievements in space travel.</p>	<p>Children learn about the Romans and Boudicca's revolt.</p> <p>Investigate places of historical significance in Colchester such as the castle and the foundations of the Temple of Claudius, Balkerne Gate, remains of the Roman wall etc.</p> <p>Children are asked to complete a homework project on the history of Colchester.</p>
Enhancements	<p>Books on the gunpowder plot.</p> <p>QR codes linked to useful internet sources.</p>	<p>Books and Fact sheets.</p> <p>Roleplay linked to space travel.</p> <p>Space Travel Time Line</p>	<p>Books and Fact Sheets</p> <p>Box of Artefacts borrowed from Colchester Castle./ Trip to Colchester castle.</p> <p>Visit from archaeologist.</p>
Project Examples	<p>Writing a chronological report of the events of the gunpowder plot.</p> <p style="text-align: center;">(Link to English)</p>	<p>Biography of Neil Armstrong</p> <p>Leaflet about the history of space travel.</p> <p style="text-align: center;">(Link to English)</p>	<p>Archaeological Dig for Roman Coins</p> <p>Children create a PPT presentation about the Roman invasion of Colchester and/or Boudicca's revolt.</p> <p style="text-align: center;">(Link to Computing)</p>