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| ***Year 2: What does it mean to be British?*** |
| Children will be able to…* Name and locate the four countries that make up the United Kingdom and their capital cities.
* Know the names of some famous landmarks in the United Kingdom
* Know the different flags of the countries which make up the United Kingdom
* Compare the lives of two significant individuals (Queen Victoria and Queen Elizabeth II)
* Compare the lives of children in the Victorian period to their own lives
* Understand what algorithms are
* Create and debug simple programs to make a Beebot move, following precise instructions
* Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
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|  | **SKILLS** Children can… | OUTCOME (SME) |
| **ART**Making Masks | **Exploring and developing*** Communicate ideas and meanings very simply.
* Identify different ways to express ideas.
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| **Using materials*** Use a range of materials/ processes to show ideas/meanings.
* Select the best materials for the job.
* Create collage with range of materials and textures.
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| **Evaluating*** Talk about their work and explain it.
* Describe what they think or feel about their own and others’ work.
* Think of ways to adapt and improve work.
* Begin to use ways to improve work.
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| **Control and Expertise*** Use a range of pens, pencils, pastels and charcoal.
* Make a variety of lines, using different sizes and thicknesses.
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| **History**Changes in the UK between times of Queen Victoria and Queen Elizabeth II.  | **Chronological Understanding*** Show developing sense of chronology by using terms concerned with the passing of time.
* Place events and objects in order.
* Recognise that our own lives are different from those in the past.
* Use some dates on a timeline.
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| **Historical Knowledge and Awareness*** Show knowledge and understanding of aspects of the past beyond living memory.
* Show knowledge of some of the main events and people studied.
* Guess what objects from the past were used for, using evidence to support answers.
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| **Historical Enquiry*** Find answers to some questions about the past from observing/ handling artefacts.
* Ask further questions about what they have heard and seen.
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| **ICT**Programming of Beebots | **Making things happen*** Understand how to make something move.
* Give a single instruction to make something happen.
* Explain what has happened when using ICT for control.
* Predict what might happen when controlling.
* Move and control a programmable toy.
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| **GEOGRAPHY**Maps of the UK | **Geographical Study and Fieldwork*** Remember what they have seen and can talk about it, asking geographical questions such as where, why etc.
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| **Use of Maps*** Use a map of the British Isles to identify the main features.
* Identify the main features of the world using a map/ globe.
* Begin to use the concepts of NSEW
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| **Geographical Knowledge and Understanding*** Recognise and describe physical and human characteristics of a place.
* Talk about features of different places and recognise similarities and differences.
* Express views about the local area and environment.
* Use vocabulary to classify size
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