

| Year Two Summer One | | | | | |
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| Science Knowledge (living things and their habitat) | Know that things are living, dead or may never have been alive. | Know the basic life processes of living things: growth, reproduction/offspring – need for food and water. | Know that a habitat is a place where a living thing survives best because the habitat provides for its basic needs. | Know that a microhabitat is a very small habitat i.e under a stone or log | |
| Science Skills | Sorting and classifying living, dead, never been alive Explain classification | Describe the conditions of different habitats Use second-hand observation | Raise and answer questions Observe food sources for animals Compare habitats – use drawings to record | | |
| Geography Knowledge | Identify the location of hot and cold areas of the world in relation to the equator and north and south poles | Name and locate the world's seven continents and five oceans. | Know the geographical similarities and differences of human and physical geography – contrast non-European Country | | |
| Geography Skills | Use maps and atlases | | | | |
| Art Knowledge (Printing) | Know how to make a printing mat. | | | | |
| Art Skills | Make marks and drawings to create printing mats (link to habitats) | Use sketchbook as an ongoing resource for ideas. | | | |

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| History Knowledge | | | | | |
| History Skills | | | | | |
| DT Knowledge (Post Card with levers) | Know how a lever works, what a pivot (language also covered in PE) does. | Recognise a lever in a book. | | | |
| DT Skills | Make mock-ups and test them. | Select the best idea from mock-ups and say why they have chosen them. | Investigate how to make their levers stronger. | | |
| Computing Knowledge (Effective Searching) | To understand the terminology associated with searching. | To gain a better understanding of searching on the Internet. | | | |
| Computing Skills | E-Safety – Digi Duck – sharing respect online | To create a leaflet to help someone search for information on the Internet. | | | |

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| RE Knowledge (Selection of Big Questions) | | | | | |
| RE Skills | | | | | |
| PSHE Knowledge | I know what my body needs to stay healthy: exercise, diet & cleanliness | I know that I need to move to keep healthy – e.g. going out for a bike ride instead of playing x-box | I know that germs and bacteria can make me ill and I know how to keep safe from germs | | |
| PSHE Skills | I can create a balanced meal | I can choose healthy activities | I can keep myself clean and healthy | | |
| Music Knowledge | BROADENING HORIZONS: Visiting music teacher | BROADENING HORIZONS: Visiting music teacher | BROADENING HORIZONS: Visiting music teacher | BROADENING HORIZONS: To learn that people have jobs and musicians playing and teaching music | |
| Music Skills | To accurately follow a leader Know the name of their instrument - djembe | Can create music as a class by listening and working together musically | Can name and play instruments with control | | |
| PE Knowledge (gym, turning, spinning, twisting – Athletics) | | | | | |
| PE Skills | Gym – turn, spin, and twist on different body parts showing control and coordination Athletics – use various take offs and landings to jump for height and distance. | Gym – Understand that one body part must be fixed. Athletics - Run to create an even pace. | Athletics – Underarm throw using accuracy and distance. | Athletics – Use skills learnt to develop challenges. | |

| Year Two Summer Two | | | | | |
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| Science Knowledge (living thing and their habitats) | Know the names of animals in their habitats. | Know and understand the term 'food chain'. | | LOVE OF THE NATURAL WORLD Get involved in a wildlife charity campaign. | LOVE OF THE NATURAL WORLD Beach visit |
| Science Skills | | Observe food sources for animals Construct simple food chains that include humans | | | |
| Geography Knowledge | | | | | |
| Geography Skills | | | | | |
| Art (Sculpture) | Know some names of artists and that they have different styles | | | | BROADENING HORIZONS How do different art styles make you feel Art can be an expression of emotion |
| Art Skills | Use clay to explore ways of changing shapes | Painting – add increased detail | | | |

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| History Knowledge (significant individual and comparison) – significant place in our own locality | TBC (poss Wangari Maathou or Grace Darling – link to beach Brighton Beach | | | | BROADENING HORIZONS AND LOVE OF THE NATURAL WORLD – Beach Visit |
| History Skills | Label timelines with words and phrases such as past, present, older, newer – use dates where appropriate. | Recognise that there are reasons why people in the past acted as they did. | Describe changes that have happened in the locality near the school throughout history (poss beach) | Observe and handle evidence and ask questions about the past | Identify some of the ways the past has been represented Show an understanding of nation’s history – link to holidays |
| DT Knowledge | | | | | |
| DT Skills | | | | | |
| Computing Knowledge (Presenting ideas) | Understand how information can be presented in different ways | | | | |
| Computing Skills | Use technology to create digital content | Use search engines to find out information | Create quiz, presentation or story using technology | | |

| Year Two Summer Two | | | | | |
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| RE Knowledge (Putting belief into action) | Religious communities work together to make the world a better place - Charity | | | | |
| RE Skills | | | | | |
| PSHE Knowledge | I know about the change happening at the end of term | I know that changes can cause big feelings | I know this particular change is happening to us all | | Sun Safety – hats, water, suncream |
| PSHE Skills | I can talk about moving to year 3 | I can talk about how I am feeling about the changes | I can talk about the positives of change with my friends – support each other | | |
| Music Knowledge | Singing: To confidently sing two part songs/raps from memory | Composing: know that composing is like writing a story with music – anyone can compose | Performing: Talk about a recording of their song/music | | GROWTH MINDSET Summer Leavers Concert |
| Music Skills | Can use voices with good control singing notes of different pitches (high and low) tempos and dynamics | Help create simple melodies using one – five different notes | Can say what they liked best, what went well, how they felt when they performed it. | What can they do to improve it | |
| PE Knowledge (Dance, word messages - Athletics) | | | | | GROWTH MINDSET Legacy Games Transition sports day |
| PE Skills | Dance – use basic dance actions jumping, turning, travelling, gesture, shape, and stillness. Improvise to an idea | Athletics – use take offs and landings to combine them into a pattern of jumping. Show the difference between running and jogging. Able to maintain a steady rhythm. | Athletics – Take part in relay activities. Throw with increasing activity using a range of equipment. Use different techniques in running, jumping, and throwing | Crossover skills – describe what happens to breathing and temperature while moving in different ways Watch a partner and describe what they are doing and how they can improve. | Change and vary actions showing contrast in shape, speed and size Respond to different stimuli Work in small groups to create ideas Critique others work |