

Science		History		Geography		
		Key Theme:				
Scientifically Working	Knowledge	Concept	Knowledge	Concepts	Knowledge	
<p>Make observations linked to answering a question – Can the materials be changed in shape?</p> <p>Answer their question in simple sentences using their observations or measurements- Which materials is the most absorbent?</p>	<p>Uses of everyday materials</p> <p>All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task.</p> <p>When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities.</p> <p>A material can be suitable for different purposes and an object can be made of different materials.</p>	<p>Change and continuity</p> <p>Similarity and difference</p> <p>Significant events and people</p> <p>Historical enquiry and interpretation</p>	<p>How did The Great Fire of London start and what happened?</p> <p>How is London different now and in 1666?</p> <p>Who were Thomas Farriner and Samuel Pepys? Where and when did they live? What role did they play in The Great Fire? What impact did the fire have?</p> <p>Can you identify similarities and differences between London past and present from photographs and films, paintings.</p>	<p>Place</p> <p>Geographical skills and fieldwork</p>	<p>I know the names of the continents and oceans of the world</p> <p>I can use an atlas to locate the continents and oceans of the world</p> <p>I can label a world map accurately</p>	
<p>Vocabulary:</p> <p>Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard</p> <p>Properties of materials – as for Year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid</p> <p>Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</p>	<p>Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting.</p>	Vocabulary	<p>year old</p> <p>Britain change</p> <p>London River Thames</p> <p>capital city past</p> <p>present</p> <p>newspaper report</p> <p>Samuel Pepys</p> <p>diary</p> <p>Thomas Farriner</p> <p>oven</p> <p>maid</p> <p>fire fighter</p> <p>baker</p>	vocabulary	<p>continent</p> <p>Africa</p> <p>North</p> <p>America</p> <p>South</p> <p>America</p> <p>Oceania</p> <p>Europe</p> <p>Antarctica</p> <p>Atlantic</p>	<p>world</p> <p>ocean</p> <p>Arctic</p> <p>Asia</p> <p>Pacific</p> <p>Indian</p> <p>equator</p>
Religious Education		<p>Year 2</p> <p>Theme 1</p> <p>Buildings and Structures</p>		Computing		
Disposition	Content			Skills	Knowledge	
<p>Living by rules</p> <p>Being temperate, content and self-discipline.</p>	<p>Prayer- ritual cleansing</p> <p>The Torah</p> <p>Tying the turban</p> <p>The story of Cain and Abel</p> <p>Fasting during Lent</p> <p>Fasting during Ramadan</p>			<p>Computer systems and networks – IT around us</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p>	<p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	

PE		Reading	Writing	Maths	Music (Charanga)	
Concepts	Knowledge	<i>The Three Little Pigs; The Three Little Wolves and the Big Bad Pig</i> by Eugene Trivizas Traditional fairy tale/ twisted fairy tale 				