

Year 2 – Summer Curriculum Overview

'Each and Every Child' ... EXCELLENCE - TRUST - WISDOM - FRIENDSHIP - ENDURANCE

Science	History	Geography
<p>Unit: Solids, Liquids & Gases</p> <ul style="list-style-type: none"> - Know that materials can be a single substance or mixture of substances - Know that matter is what all 'stuff' is made from - Know there are three states of matter (solids, liquids, gases) and they have different properties <p>Unit: Consolidation and Review</p>	<p>Unit: Local History - Liverpool</p> <ul style="list-style-type: none"> • Know how Liverpool has changed over time • Know ways that the Albert Dock changed over time • Know the importance of the Beatles to Liverpool. 	<p>Unit: Comparing Locations</p> <ul style="list-style-type: none"> • Know the human and physical features of Australia. • Know the names of the 7 continents and 5 oceans and identify them on a world map. • Know the geographical location of the UK and Australia on a world map. • Know the similarities and differences between an urban area in Merseyside (UK) and Sydney (Australia). • Know the similarities and differences between a rural area in Merseyside (UK) and the outback in Australia. • Know that Australia has a hot climate due to its close proximity to the Equator.
Computing	Art and DT	Religious Education
<p>Unit: Making Music:</p> <ul style="list-style-type: none"> • Know a computer can be used to create a piece of music for a purpose. • Know that there are patterns in music and consider how different musical sequences create different effects. <p>Unit: An Introduction to Quizzes</p> <ul style="list-style-type: none"> • Know that a series of instructions is a sequence and can be issued before enacted and to apply this to their work • Know how logical reasoning can be used to predict the outcome of a program and to trace a sequence to form this prediction and test it. • Create and debug a program that they have written 	<p>Art Unit: Mixed Media Coastlines – Alfred Wallis</p> <ul style="list-style-type: none"> • Know that refining lines increases the accuracy of their drawing. • Know that an eraser can be used to refine lines but also to lighten shaded areas • Know that tones can be blended from light, mid to dark using a pencil. • Know that directional shading is moving the pencil back and forth using contour lines (a shape's outer line) as a guide. • Knows that a gradient is a gradual change from one element to another such as light to dark or from one colour to another. • Know how to create different painting effects using layering of paint. • Know how tints can be created by adding white and shades of one colour can be created by adding black • Know that different size/shaped brushes create different effects. 	<p>Unit: Places of Worship</p> <ul style="list-style-type: none"> • that the church is a special place where Christians meet to worship and pray. • that world faiths have special holy places of worship and they have special names

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- Know which brushes are best for creating a stippled effect.
- Know that paintbrushes can differ in appearance and purpose: - Flat brush – straight edges or blocked strokes - Rounded brush – can be used for lots of different styles of painting.

DT Unit: Puppets

Design

- Know what a user is and design appealing products for that user.
- Know what functional means.
- Know that a product has to be functional and explain how their design works.
- Know the term purposeful and to create a purposeful product.

Make

- Know the purpose of a template and to use templates in their making.
- Know how simple 3-D textile products are made.
- Know what a template is and use templates to create two identical shapes.
- Know how to join fabrics using different techniques e.g. running stitch, glue and stapling and demonstrate this.
- Know how to do running stitch
- Know different finishing techniques that can be used e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons and demonstrate in their work.

Evaluate

- Know what an evaluation is.
- Explore and evaluate a range of existing products.
- Evaluate their product against the design criteria.
- Be able to discuss how well their product works in relation to the purpose and the user.