

Science - Plants

Can they describe what plants need to survive?
Can they observe and describe how seeds and bulbs grow into mature plants?
Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?
Can they describe what plants need to survive and link it to where they are found?

Living things and their habitats

Can they match certain living things to the habitats they are found in?
Can they explain the differences between living and non-living things?
Can they decide whether something is living, dead or non-living?
Can they describe how a habitat provides for the basic needs of things living there?
Can they describe a range of different habitats?
Can they describe how plants and animals are suited to their habitat?
Can they describe how animals obtain their food using a SIMPLE food chain? (E.g. grass- cow -human)
Can they name some characteristics of an animal that help it to live in a particular habitat?
Can they describe what animals need to survive and link this to their habitats?

PE - Attack, Defend, Shoot / Send & Return

Can they use hitting, kicking and/or rolling in a game?
Can they throw and catch with control?
Can they stay in a 'zone' during a game?
Can they decide where the best place to be is during a game?
Can they use one tactic in a game?
Can they follow rules?

Music— Charanga- How does music make us happy? How does music teach us about looking after our planet?

Do they sing and follow the melody (tune)?
Do they try to sing accurately at a given pitch?
Can they perform simple patterns and accompaniments keeping a steady pulse?
Can they perform with others?
Can they play simple rhythmic patterns on an instrument?
Can they sing/clap a pulse increasing or decreasing in tempo?

Can they research a famous composer?

Computing—

Digital Music/ Lego League

Year 2 Summer Term Our Great North East



Art— Claude Monet

Can they link colours to natural and man-made objects?
Can they say how other artist/craft maker/designer have used colour, pattern and shape?
Can they describe some similarities and differences in pieces of work?
Can they create a piece of work in response to another artist's work?
Can they mix paint to create all the secondary colours?
Can they mix and match colours, predict outcomes?
Can they mix their own brown?
Can they make tints by adding white?
Can they make tones by adding black?

DT— Testing boats

Can they join materials together as part of a moving product?
Can they add some kind of design to their product?
Can they measure materials to use in a model or structure?
Can they join materials in different ways?
Can they use joining, folding or rolling to make it stronger?
Can they make sensible choices as to which material to use for their constructions?
Can they develop their own ideas from initial starting points?
Can they consider how to improve their construction?

Cross Curricular English

Descriptive writing

Information

Leaflets

Cross Curricular Maths

Time

Statistics

Position and Direction

History- Grace Darling

Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?
Can they explain how their local area was different in the past?
Can they give examples of things that are different in their life from that of their grandparents when they were young?
Can they explain why Britain has a special history by naming some famous events and some famous people?
Can they answer questions by using a specific source, such as an information book?
Can they research the life of a famous Briton from the past using different resources to help them?
Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

Exceeding

Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?
Can they explain why someone in the past acted in the way they did?
Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?
Can they sequence events about the life of a famous person?

Geography— Learning about our local area and comparing it to places around the world

Can they describe some human features of their own locality, such as the jobs people do?
Can they explain how the jobs people do may be different in different parts of the world?
Do they think that people ever spoil the area? How?
Do they think that people try to make the area better? How?
Can they explain what facilities a town or village might need?
Can they describe some physical features of their own locality?
Can they explain what makes a locality special?
Can they describe some places which are not near the school?
Can they describe a place outside Europe using geographical words?
Can they say what they like and don't like about their locality and another locality like the seaside?

RE—

Unit 5 - What is the 'good news' Christians believe Jesus brings?

Unit 6 - What makes some places sacred to believers? (Christians and Muslims)

PSHE—

What helps us grow and stay healthy?

How do we recognise our feelings?