

<b>Everyday Materials</b>	<b>Year 2 Autumn 1</b>
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	Prior Knowledge	New Knowledge	Future Knowledge
<b>Science</b>	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1)	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4)
<b>Geography</b>	Name and locate the four countries of the United Kingdom. Recognise similarities and differences between our local area compared to other areas of the UK. Begin to understand that some parts of the world are hot and some are cold. Start to recognise features and landmarks on aerial photographs and plan perspectives.	Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Start to recognise human and physical geographical features. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Draw a simple map, use and draw symbols in a key.	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics key topographical features Recognise geographical similarities and differences through the study of human and physical geography of different regions of the UK. Use fieldwork to observe, record and find the human and physical features of the local area using different methods, including maps and plans. (Y3)
<b>Art &amp; Design</b>	William Morris Artist Study: To explore powder paint mixing procedure Know how to outline an area to infill. Choose appropriate brush to suit purpose. Sorting and selecting fabrics/threads for a simple criterion (e.g. shades rather than just colour) To cut shapes from fabrics for a purpose and in a recognisable shape. To cut threads using scissors. Choosing fabric for a collage. (Y1)	Stephen Wiltshire Artist Study Investigate different media creating different tones (light and dark) explore in a range of media not just pencils. Begin to think about what type of mark works best linked to look/think/draw. Use lines and marks to create patterns/textures from observations.	Frida Kahlo Artist Study: To apply colours to create tonal effect, pattern and texture. To paint on a range of textures and surfaces. (Y4)

Key Questions	Key Individuals	Key Vocabulary
How many materials can you name? Why are windows made of glass? Why is your desk made from wood? Why are most houses made from bricks? How can you change the shape of a solid object? What makes something a landmark? What would a good new landmark for London look like?	<b>John Dunlop</b> (1840-1921) An expert in rubber, Dunlop invented the first inflatable tyre. <b>Charles Macintosh</b> (1766-1843) Invented the first waterproof fabric. The 'mac' raincoat is named after him. <b>John McAdam</b> (1756-1836) He invented building roads with a smooth, hard surface. <b>Stephen Wiltshire</b> (1974-) is a British artist, famous for drawing city-scapes, such as drawings of London.	<b>Material</b> - A substance used to make things. <b>Property</b> - A characteristic of something. <b>Solid</b> - firm and stable in shape, not liquid/fluid. <b>Suitability</b> - the quality of being right or appropriate for a particular purpose. <b>Strengthening</b> - to make or become stronger. <b>Landmark</b> - an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location.



Curriculum Leaflet

Year 2 Autumn 1

Year 2 will be exploring the topic: 'Everyday Materials'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in DT, Geography and Science.

Maths	English	Home
<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>•Read and write numbers to 50 and beyond in numerals and in words.</li> <li>•Recognise the place value of each digit in a two digit number (tens, ones)</li> <li>•Identify, represent and estimate numbers using different representations including the number line.</li> <li>•Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>•Use place value and number facts to solve problems.</li> <li>•Count in steps of 2, and 5 from 0, and in tens from any number, forward and backward.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>•Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts.</li> <li>•Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</li> <li>•Revisit and consolidation: Number bonds to 10 and 20</li> </ul>	<p>We will be studying: <b>A Walk in London</b>, Salvatore Rubbino</p> <p><b>Genre</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>•Predict what the story is going to be about by looking at an illustration from the story</li> <li>•Thinking about the characters thoughts and feelings as the story changes</li> <li>•Using the correct punctuation (capital letters, full stops and question marks)</li> <li>•Re-writing my own version of the story with extra detail</li> <li>•Retelling the story using a story map</li> <li>•Writing in the first person – retelling the story from the characters point of view</li> <li>•Evaluate my writing with my teacher</li> </ul> <p><b>Fact File</b></p> <ul style="list-style-type: none"> <li>•Writing about real events and for different purposes</li> <li>•Encapsulating what they want to say, sentence by sentence</li> <li>•Writing down ideas and/or keywords, including new vocabulary</li> <li>•Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Accessing weekly home learning tasks via Google Classroom</li> <li>• Accessing MyMaths for weekly maths homework</li> <li>• Supporting the development of times tables skills via regular practice on Times Tables Rock Stars</li> <li>• Reading daily at home</li> <li>• Having a day out in London and looking at the sights of London.</li> <li>• Discuss and recognise London Landmarks</li> <li>• Look at the artwork of Stephen Wiltshire</li> <li>• Practise handwriting and spelling commonly used words in a sentence.</li> <li>• Practice writing sentences using capital letters and full stops.</li> <li>• When reading stories at home, talk about how the characters are feeling and why they feel this way.</li> <li>• Practice counting forwards and backwards to 100 in 1s, 2s, 5s and 10s.</li> <li>• Practice number bonds to 10 and 20.</li> <li>• Look at how other numbers can be broken down into parts e.g. 25 can be made with 20 and 5 or 19 and 6, 18 and 5 etc...</li> </ul>