

Summer 2025		Living Things		Class 2	
<p><b><u>Design and Technology</u></b></p> <p><b>Cooking and nutrition: Smoothies</b></p> <ul style="list-style-type: none"><li>Describe fruits and vegetables and explain how to identify fruits.</li><li>Name a range of places that fruits and vegetables grow.</li><li>Describe basic characteristics of fruit and vegetables.</li><li>Prepare fruits and vegetables to make a smoothie.</li></ul>	<p><b><u>Science</u></b></p> <p><b>Living Things and Their Habitat</b></p> <ul style="list-style-type: none"><li>Explore and compare the difference between things that are living, dead, and things that have never been alive</li><li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li><li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li></ul> <p><b>Plants</b></p> <ul style="list-style-type: none"><li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li><li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li></ul>	<p><b><u>History</u></b></p> <p><b>How did we learn to fly?</b></p> <ul style="list-style-type: none"><li>Identify important events surrounding the history of flight.</li><li>Explain how a significant event has changed the lives of others.</li><li>Ask questions about people and events in the past.</li><li>Use primary sources to find out about people and events in the past.</li><li>Correctly order five events on a timeline.</li></ul>	<p><b><u>Geography</u></b></p> <p><b>What is it like to live by the coast?</b></p> <ul style="list-style-type: none"><li>Name and locate the seas and oceans surrounding the UK in an atlas.</li><li>Define what the coast is and name some of its physical features.</li><li>Locate coasts in the UK.</li><li>Identify human features in a coastal town.</li><li>Describe how people use the coast.</li><li>Record data using a tally chart.</li><li>Represent data in a pictogram.</li></ul>	<p><b><u>P.E</u></b></p> <p><b>Swimming</b></p> <ul style="list-style-type: none"><li>To develop confidence in the water</li><li>To develop floating on front and back</li><li>To develop the kicking action and introduce breathing</li><li>To develop pulling arm action and glide on front and back</li></ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"><li>Take off in different ways and land in coordinated ways</li><li>Jump forwards, backwards and sideways on two feet, then hop on one foot</li><li>Push pass and bounce a ball to my partner, then throw a ball into a target</li><li>Observe a partner and give accurate feedback</li><li>Walk and run with good posture and balance</li></ul>	
<p><b>Key Vocabulary</b></p> <p>blend, blender, chopping board, cut, design, evaluate, flavour, fork, fruit, healthy, ingredients, juice, juicer, recipe, smoothie, table knife, taste</p>	<p><b>Key vocabulary</b></p> <p>living, dead, never been alive, basic needs, food, food chain, shelter, habitats, micro-habitats, leaf, flower, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud</p>	<p><b>Key Vocabulary</b></p> <p>beyond living memory, inventor, lifetime</p>	<p><b>Key Vocabulary</b></p> <p>bay, cliff, coast, coastline, country, data, harbour, human feature, location, mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, tally chart</p>	<p><b>Key Vocabulary</b></p> <p>float, glide, climb, run, hop, walk, skip, jump, send, receive, throw, catch, balance, jump for distance, jump for height</p>	
<p><b><u>Art</u></b></p> <p><b>Working in Three-Dimensions- Playful Making</b></p> <ul style="list-style-type: none"><li>Understand that when we make art in 3 dimensions it is often called Sculpture.</li><li>Know that we can generate ideas through playful exploration.</li><li>Build understanding of the properties of materials through manipulation.</li><li>Know that making sculpture is a partnership between materials, ideas, hands and tools.</li><li>Reflect upon our intention when we see our ideas made physical.</li></ul>	<p><b><u>Computing</u></b></p> <p><b>Programming 2: Algorithms and debugging</b></p> <ul style="list-style-type: none"><li>Decompose a game to predict the algorithms.</li><li>Give a definition for ‘decomposition’.</li><li>Write clear and precise algorithms.</li><li>Create algorithms to solve problems.</li><li>Use loops in their algorithms to make their code more efficient.</li><li>Explain what abstraction is.</li></ul> <p><b>Computing systems and network: Word processing</b></p> <ul style="list-style-type: none"><li>Explain which the home row keys are and how to find them when typing.</li><li>Use the spacebar and backspace correctly.</li><li>Type and make simple alterations to text using buttons on a word processor.</li><li>Search for, import and alter appropriate images for a text document.</li><li>Modify text in a document.</li><li>Use copy and paste to copy text from one document to another.</li><li>Explain what information is safe to be shared online.</li></ul>	<p><b><u>Music</u></b></p> <p><b>Exploring Pitch and melody</b></p> <ul style="list-style-type: none"><li>Identify and describe changes in pitch.</li><li>Copy pitch patterns.</li><li>Create and notate simple melodies.</li><li>Perform simple musical accompaniments and prepare for a performance.</li></ul>	<p><b><u>Religious Education</u></b></p> <p><b>1.4 What is the good news Jesus brings?</b></p> <ul style="list-style-type: none"><li>Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news</li><li>Give clear, simple accounts of what Bible texts mean to Christians</li><li>Recognise that Jesus gives instructions to people about how to behave</li><li>Give examples of how Christians put their beliefs into practice in the Church community and their own lives</li></ul> <p><b>1.9 How should we care for the world and for others, and why does it matter?</b></p> <ul style="list-style-type: none"><li>Identify a story or text that says something about each person being unique and valuable</li><li>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li><li>Say why Christians and Jews might look after the natural world</li></ul>	<p><b><u>PSHE</u></b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"><li>To identify the members of family and understand that there are lots of different types of families.</li><li>To identify what being a good friend means.</li><li>To know appropriate ways of physical contact to greet friends.</li><li>To know who can help us in our school community.</li><li>To recognise own qualities as person and a friend.</li></ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"><li>To understand the life cycles of animals and humans.</li><li>To identify things about ourselves that have changed and some things that have stayed the same.</li><li>To identify how our bodies have changed since we were babies.</li><li>To understand that every time we learn something new we change a little bit.</li></ul>	
<p><b>Key Vocabulary</b></p> <p>texture, 3d, fabric, thread, scrunch, roll, twist, fold, cut, fasten, sculpture, mould, form, collage, sculptor</p>	<p><b>Key Vocabulary</b></p> <p>abstraction, algorithm, artificial intelligence, bug, clear, correct, data, debug, decompose, error, loop, predict, unnecessary</p>	<p><b>Key Vocabulary</b></p> <p>pitch, melody, octobass, piccolo, timbre, higher, lower, graphic notations, melodies, percussion, pentatonic scale</p>	<p><b>Key Vocabulary</b></p> <p>Christian, Bible, God, humanity, Jesus, good news, Jews, Muslims, non-believers, church, synagogue, mosque, world</p>	<p><b>Key Vocabulary</b></p> <p>family, belong, different, same, friends, qualities, caring, sharing, kind, greeting, community, changes, life cycle, baby, child, adult, mature</p>	