

Information

Homework –

Will be given out on a Friday and must be returned to school on Wednesday.

PE days –

Wednesdays and Fridays

Please ensure your child has their Reading Book and Reading Record in school every day.

Please read with your child every day and sign their Reading Record.

Your child will earn a reading star when they read 5 days in a week.

Transport Through Time



Year 2

Transport Through Time

<p>History</p> <ul style="list-style-type: none"> -events beyond living memory that are significant nationally (How did the invention of transport change the way we live, locally, nationally, globally, invention of forms bike and jet engine) -the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different time periods (inventors of forms of transport through time-up to space travel) -significant people, places and events in the locality (James Starley, Sir Frank Whittle) 	<p>Science</p> <p>Pushes and Pulls</p> <ul style="list-style-type: none"> -to find out about and describe the movement of familiar things -that both pushes and pulls are examples of forces -to recognise that when things speed up and slow down there is a cause (how can you make a car go faster/slower etc.)
<p>Geography</p> <ul style="list-style-type: none"> -name and locate the world's seven continents and five oceans (look at flight paths and how you would travel to certain locations) -use world maps, atlases and globes to identify the United Kingdom and its countries and any other locations studied 	<p>Music</p> <p>Focus: Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music
<p>Design Technology</p> <p>Focus: Mechanisms (making a motor car or a moving vehicle/object-what is the purpose, who is the audience?)</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Art</p> <p>Focus: Drawing and Painting (detailed sketches of parts of transport, e.g..Kandinsky)</p> <p>Pupils should learn:</p> <p>the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and other work</p> <ul style="list-style-type: none"> -to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work