Satellite View - Concepts and Skills – Year 2

Year 2
Geography

Land Ahoy!

Concepts

NC - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

A. To name and locate the world's continents and oceans (NC)

B. To name and identify key physical features, such as: beach, coast, forest, hill, mountain, ocean, river, vegetation (NC)

C. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC)

Skills

Ge12 Recognise, observe, describe and record physical human features

Ge15 Locate key features on globes, maps and plans

Ge18 Communicate in different ways using appropriate geographical vocabulary, e.g. locational and directional language

Ge21 Make simple maps and plans

The Beachcombers

A. Concepts

B. To name and locate the world's continents and oceans (NC)

C. To know about and identify key physical features, including beach, cliff, coast, ocean (NC)

D. To know about and identify key human features, such as a town, village and shop and know the difference between a port and a harbour (NC)

E. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC)

F. To know the importance of being safe and responsible at the seaside

G. To know about the seaside resort closest to your school

Skills

Ge10 Ask and respond to geographical questions about people, places and environments

Ge11 Investigate, measure and record changes in the weather

Ge12 Recognise, observe, describe and record physical and human features

Ge13 Identify links between their locality and other places in the UK and beyond Ge14 Discuss how weather affects our lives

Ge15 Locate key features on globes, maps and plans

Ge16 Make simple comparisons between features of different places and say how these features influence life there

Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language

Ge21 Make simple maps and plans

Paddington's Passport

Concepts

A. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC)

B. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC)

C. To name and locate the world's seven continents and five oceans (NC)

D. To know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coast (NC)

E. To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm (NC)

F. To know how to recognise landmarks and basic physical features from aerial photos and plans (NC)

G. To know where in the world some foods come from

Skills

Ge10 Ask and respond to geographical questions about people, places and environments

Ge12 Recognise, observe, describe and record physical and human features

Ge13 Identify links between their locality and other places in the UK and beyond

Ge15 Locate key features on globes, maps and plans

Ge16 Make simple comparisons between features of different places and say how these features influence life there

Ge17 Use simple compass directions

Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language Ge20 Use aerial photographs and plan perspectives to identify landmarks and features

Ge21 Make simple maps and plans

One Day, Many Ways

Concepts

A. To know a range of basic geographical vocabulary and use it in referring to key physical and key human features

B. To understand geographical similarities and differences through studying the human and physical
    geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

C. To study the geography of their school and its grounds, and the key human and physical features of its surrounding
    environment

Skills

Ge10 Ask and respond to geographical questions about people, places and environments

Ge12 Recognise, observe, describe and record physical and human features

Ge13 Identify links between their locality and other places in the world

Ge15 Locate key features on globes, maps and plans

Ge16 Make simple comparisons between features of different places and say how these features influence life there

Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language

Ge19 Use fieldwork and observational skills to carry out simple tasks

Ge21 Make simple maps and plans

Four Seasons Project

Concepts

•   Identify seasonal and daily weather patterns in the United Kingdom

•   Use basic geographical vocabulary to refer to key physical features

•   Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Skills

Ge11 Investigate, measure and record changes in the weather

Ge13 Identify links between their locality and other places in the world

Ge14 Discuss how the weather affects our lives

Ge16 Make simple comparisons between features of different places and say how these features influence life there

Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language

Year 2
Science

Land Ahoy!

Concepts

A. To compare how different things move (LKS2 - NC)
B. To notice and describe how things are moving, using simple comparisons such as faster and slower
C. To understand that there are many kinds of sound and sources of sound
D. To know that sounds get fainter as the distance from the sound source increases (LKS2 - NC)

Skills

Sc6 Explore and observe in order to collect data and describe and compare findings
Sc7 With help, suggest some ideas and questions and predict what might happen
Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions
Sc9 Observe closely using simple equipment
Sc10 Recognise ways in which evidence can be collected
Sc11 Use simple scientific language
Sc12 Perform simple tests
Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays
Sc14 Say whether what happened was what was expected and draw simple conclusions to help answer questions

Zero to Hero

Concepts

A. To observe and name a variety of sources of light, including electric lights, flames and the sun
B. To know that fire has been used throughout history for heat and light
C. To know about simple circuits involving batteries, wires, bulbs and other components
D. To know how a switch can be used to break a circuit

Skills

Sc6 Explore and observe in order to collect data and describe and compare findings
Sc7 With help, suggest some ideas and questions and predict what might happen
Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions
Sc9 Observe closely using simple equipment
Sc11 Use simple scientific language
Sc12 Perform simple tests
Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays
Sc14 Say whether what happened was what was expected and draw simple conclusions to help answer questions

One Day, Many Ways

Concepts

A. To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
B. As above
C. To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
D. To 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

Skills

Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions
Sc10 Recognise ways in which evidence can be collected
Sc11 Use simple scientific language
Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays

Going Wild

Concepts

A. To understand the difference between things that are living and things that have never been alive (NC)
B. To learn that animals, as well as humans, have offspring, which grow into adults (NC)
C. To learn about the basic needs of animals, as well as humans, for survival (which are food, water and air) (NC)
D. To identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals (NC)

E. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (NC)

F. To identify and name a variety of common animals that are carnivores, herbivores and omnivores (NC)

G. To know that some animals are endangered, the reasons why and what is being to preserve these species

Skills

Sc6 Explore and observe in order to collect data and describe and compare findings

Sc7 With help, suggest some ideas and questions

Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions

Sc9 Observe closely using simple equipment

Sc10 Recognise ways in which evidence can be collected

Sc11 Suggest what might happen

Sc12 Think about and discuss whether comparisons and tests are fair or unfair

Sc13 Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays

Sc14 Say whether what happened was what was expected and draw simple conclusions

Mobile Mystery

Concepts (working scientifically)

* To know how to perform simple tests
* To use observations and ideas to suggest answers to questions

Skills

Sc6 Explore and observe in order to collect data and describe and compare findings

Sc7 With help, suggest some ideas and questions and predict what might happen

Sc8 Use first-hand observation, own experience and simple information sources to make comparisons and answer questions

Sc11 Use simple scientific language

Sc12 Perform simple tests

Sc14 Say whether what happened was what was expected and draw simple conclusions to help answer questions

Satellite View - Concepts and Skills - Year 2

Year 2
History

Inter-Nation Media Station
Concepts
NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements
NC - Pupils should be taught about events beyond living memory that are significant nationally or globally
A.   To learn about how news was shared in the past
B.   To know about the ways in which news is shared today, compared with in the past
C.   To learn about the development of the television
D.   To learn about the development of radio broadcasting and how radios were used in World War II
Skills
Hi7 Ask and answer questions about the past
Hi10 Identify differences between past and present and show how ways of life at different times were different to their own

Mobile Mystery
Concepts
NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements
NC - Pupils should be taught about events beyond living memory that are significant nationally or globally
A.   To know how information was shared in the past
B.   To know who Alexander Graham Bell was
C.   To know how early telephones developed
D.   To know how telephones have changed and what we used them for today
Skills
Hi7 Ask and answer questions about the past
Hi10 Identify differences between past and present and show how ways of life at different times were different to their own

Zero to Hero
Concepts
NC - Pupils should be taught about events beyond living memory that are significant nationally or globally
A.   To realise that setbacks do not have to be a barrier to achievement - Michael Jordan
B.   To learn that perseverance is vital to achievement - Thomas Edison
C.   To understand that circumstances do not have to be a barrier to achievement - Malala Yousafazi
D.   To learn to overcome rejection in order to go on to succeed - Walt Disney
E.   To understand how showing respect for individuals leads to gaining respect - Mother Teresa
Skills
Hi7 Ask and answer questions about the past
Hi9 Recognise why people did things and why events happened
Hi12 Observe and handle a range of sources of information to find out about the past
Hi14 Use a wide vocabulary of everyday historical terms

Skip of the Dump
Concepts
Pupils will study three different items found at the 'dump' by Skip; a commemorative teacup, a bread maker and an old fashioned desk lamp. Pupils will learn about the past from these items and consider whether they are useful, valuable or both.
Skills
Hi8 Explore places and investigate artefacts
Hi12 Observe and handle a range of sources of information to find out about the past
Hi13 Place events and objects in chronological order

The Visionary
Concepts
NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements
NC - Pupils should be taught about events beyond living memory that are significant nationally or globally
•   To know and be able to retell the life story of Ada Lovelace
•   To know what the main achievements of Ada Lovelace were

- To understand the contribution Ada Lovelace made to computer programming
- To understand the way in which the past impacts on the present

Skills

Hi7 Ask and answer questions about the past

Hi8 Explore places and investigate artefacts

Hi9 Recognise why people did things and why events happened

Hi10 Identify differences between past and present and show how ways of life at different times were different to their own

Hi11 Identify different ways in which the past is represented

Hi12 Observe and handle a range of sources of information to find out about the past

Hi13 Place events and objects in chronological order

Hi14 Use a wide vocabulary of everyday historical terms

The Wordsmith

Concepts

NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

- To know and be able to retell the life story of Ignatius Sancho
- To know what Ignatius Sancho was famous for
- To understand the contribution Ignatius Sancho made to cross-cultural relationships
- To understand what makes Ignatius Sancho an inspirational figure

Skills

Hi7 Ask and answer questions about the past

Hi8 Explore places and investigate artefacts

Hi9 Recognise why people did things and why events happened

Hi10 Identify differences between past and present and show how ways of life at different times were different to their own

Hi11 Identify different ways in which the past is represented

Hi13 Place events and objects in chronological order

Hi14 Use a wide vocabulary of everyday historical terms

The General

Concepts

NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

- To know and be able to retell the life story of Flora Drummond
- To know what the main achievements of Flora Drummond were
- To understand the contribution Flora Drummond made to the suffragette movement
- To understand the way in which the past impacts on the present

Skills

Hi7 Ask and answer questions about the past

Hi8 Explore places and investigate artefacts

Hi9 Recognise why people did things and why events happened

Hi10 Identify differences between past and present and show how ways of life at different times were different to their own

Hi11 Identify different ways in which the past is represented

Hi12 Observe and handle a range of sources of information to find out about the past

Hi13 Place events and objects in chronological order

Hi14 Use a wide vocabulary of everyday historical terms

Jurassic Hunter

Concepts

NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

- To know and be able to retell the life story of Mary Anning
- To know what the main achievements of Mary Anning were
- To understand the contribution Mary Anning made to the study of fossils
- To understand the way in which the past impacts on the present

Skills

Hi7 Ask and answer questions about the past

Hi8 Explore places and investigate artefacts

Hi9 Recognise why people did things and why events happened

Hi10 Identify differences between past and present and show how ways of life at different times were different to their own

Hi11 Identify different ways in which the past is represented

Hi12 Observe and handle a range of sources of information to find out about the past

Hi13 Place events and objects in chronological order

Hi14 Use a wide vocabulary of everyday historical terms

Record Breaker

Concepts

NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

NC - Pupils should be taught about events beyond living memory that are significant nationally or globally

- To know and be able to retell the life story of Ranulph Fiennes
- To know what Ranulph Fiennes was famous for
- To understand what make Ranulph Fiennes an inspirational historical figure

Skills

Hi7 Ask and answer questions about the past

Hi8 Explore places and investigate artefacts

Hi9 Recognise why people did things and why events happened

Hi11 Identify different ways in which the past is represented

Hi13 Place events and objects in chronological order

Hi14 Use a wide vocabulary of everyday historical terms

Satellite View - Concepts and Skills - Year 2

Year 2
Art

Inter-Nation Media Station / Mobile Mystery

Photography / Drawing / Painting

Concepts

NC - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- To recognise and understand the difference between colour and black and white images
- To know that splashes of colour on a monochrome background are called 'colour pops'

Skills

Ar15 *Drawing* Experiment with the visual elements of line, shape, pattern and colour

Ar17 *Painting* Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones

Zero to Hero

Painting

Concepts

NC - To know 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

- To know that Christy Brown was a famous artist who could only use his left foot to draw and paint with
- To develop empathy, by understanding some of the challenges that Christy Brown must have faced

Skills

Ar17 *Painting* Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones

Ar23 Observe 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

One Day, Many Ways

Concepts

Pupils will explore designs and patterns of traditional costumes from across the world. They will use these patterns and designs to design their own costumes and then create this using collage.

Skills

Ar14 Explore ideas

Ar15 *Drawing* Experiment with the visual elements of line, shape, pattern and colour

Ar16 *Drawing* Work out ideas for drawings in a sketchbook

Ar19 *Textiles/Collage* Explore texture using a variety of media

Ar21 Observe and comment on differences in their own and others' work

Ar22 *Drawing* Draw for a sustained period of time using real objects, including single and grouped objects

Land Ahoy!

Painting

Skills Development

- To develop colour mixing skills through mixing primary colours
- To develop colour mixing by adding white

Concepts

NC - To know 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

NC - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

- To learn about various techniques used for creating an image / canvas using different media
- To learn about the French artist, Claude Monet, and some of his paintings

Skills

Ar14 Explore ideas

Ar17 *Painting* Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones

Ar25 *Painting* Work on a range of scales e.g. large brush on large paper etc.

Going Wild

Printing

Skills Development

- To make a printing plate and print a repeating pattern

Concepts

NC - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Satellite View - Concepts and Skills - Year 2

• To identify different animal prints
• To learn some simple printing techniques
Skills
Ar3 Printing Make marks in print with a variety of objects, including natural and man-made objects
Ar6 Recognise pattern in the environment
Ar11 Printing Build a repeating pattern

Satellite View - Concepts and Skills - Year 2

Year 2
Design Technology

Land Ahoy!

Concepts

NC - Design purposeful, functional, appealing products for themselves and other users based on design criteria

NC - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

NC - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)

NC - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

NC - Understand the important of exploring and evaluating a range of existing products

NC - Evaluate their ideas and products against design criteria

• Design and make a prototype of a bag suitable for the client (Pirate) to carry things in

Skills

Dt9 Explore a range of existing products

Dt11 Identify a purpose for what they intend to design and make

Dt12 Identify simple design criteria then plan what to do next, using a variety of methods

Dt13 Observe and take account of properties of materials when deciding how to cut, shape, combine and join them

Dt14 Identify what they could have done differently or how they could improve their work in the future

Dt15 Evaluate a range of existing products

Dt16 Communicate their ideas using a variety of methods e.g. drawing, making mock-ups, ICT

Dt17 Measure, mark, cut out and shape a range of materials

Dt19 Use simple finishing techniques

Dt20 Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria

Going Wild - Textiles

Concepts

NC - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

NC - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

• Design and make finger puppets for the nursery rhyme, 'Two Little Sparrows'

Skills

Dt3 Identify a target group for what they intend to design and make

Dt5 Generate and talk about their own ideas

Dt7 Take account of simple properties of materials when deciding how to cut, shape, combine and join them

Zero to Hero - The Gift Project

Concepts

NC - Design purposeful, functional, appealing products for themselves and other users based on design criteria

NC - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

NC - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

• Design and make a useful gift for one of the famous people in the Zero to Hero unit

Skills

Dt11 Identify a purpose for what they intend to design and make

Dt12 Identify simple design criteria then plan what to do next, using a variety of methods

Dt20 Talk about their ideas, saying what they like and dislike, and evaluate against their design criteria

One Day, Many Ways – Food Technology

Concepts

• To know how to use the basic principles of a healthy and varied diet to prepare dishes

• To know that different countries and cultures eat different foods for breakfast

Skills

Dt9 Explore a range of existing products

Satellite View - Concepts and Skills - Year 2

Dt10 Discover where foods come from in choosing, preparing and tasting different dishes

Inter-Nation Media Station - Nan's Outfit - Additional Textiles
Concepts
NC - Design purposeful, functional, appealing products for themselves and other users based on design criteria
NC - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
NC - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
•   Design and make a T-shirt or top for Nan to wear on her big day out
Skills
Dt11 Identify a purpose for what they intend to design and make
Dt13 Observe and take account of properties of materials when deciding how to cut, shape, combine and join them
Dt16 Communicate their ideas using a variety of methods e.g. drawing, making, mock-ups, ICT
Dt17 Measure, mark, cut out and shape a range of materials

Satellite View - Concepts and Skills - Year 2

Year 2
Music

Inter-Nation Media Station / Mobile Mystery

Skills Development

- To learn what 'structure' means in the context of music
- To order sounds to create a structured piece of music

Concepts

NC - Experiment with, create, select and combine sounds using the inter-related dimensions of music

- To know the meaning of timbre
- To know what lyrics are in a song
- To know what a jingle is and understand its purpose / To know what a ringtone is and understand its purpose
- To know what sound effects are and how they are used

Skills

Mu11 Select and order sounds within simple structures and sounds in response to given starting points

Mu13 Represent sounds with symbols

Mu15 Identify the beat and join in getting faster and slower together

Mu16 Recognise and explore how sounds can be organised

Mu17 Begin to sing in tune with expression and control

Zero to Hero

Skills Development

- To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo
- To identify the beat groupings in familiar music that they listen to

Concepts

NC - Use their voices expressively and creatively by singing songs and speaking chants and rhymes

- To know what cheerleading is and learn about the history of cheerleading
- To understand the importance of listening to others when performing in a group

Skills

Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion

Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory

Mu37 Perform with awareness of different parts that others are playing or singing

One Day, Many Ways

Concepts

NC - Use their voices expressively and creatively by singing songs and speaking chants and rhymes

- To know that the purpose of a song is usually to get a message across through the lyrics
- To know what a lullaby is and its features
- To know what a 'question and answer' song is
- To learn the song 'Tongo' and know its backstory
- To learn the song 'Cai Cai Balão' and know its backstory

Skills

Mu14 Play musical instruments with expression and control, listening and observing carefully

Mu17 Begin to sing in tune with expression and control

Mu18 Recall, perform and accompany simple songs, sequences and rhythmic patterns

Mu20 Respond to a range of high-quality live and recorded music

Land Ahoy!

Skills Development

- To identify the difference between loud and quiet sounds
- To play copycat rhythms, copying a leader, and invent rhythms for others to copy with an awareness of dynamics, on tuned percussion

Concepts

NC - Play tuned and untuned instruments musically

- To know what lyrics are in a song
- To name and know how to play a range of musical instruments
- To understand the role of a conductor
- To understand what beat is and the importance of keeping the beat

Satellite View - Concepts and Skills - Year 2

Skills
Mu11 Select and order sounds within simple structures and sounds in response to given starting points
Mu12 Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch
Mu13 Represent sounds with symbols
Mu14 Play musical instruments with expression and control, listening and observing carefully
Mu15 Identify the beat and join in getting faster and slower together
Mu16 Recognise and explore how sounds can be organised
Mu17 Begin to sing in tune with expression and control

Going Wild
Skills Development
• To learn that the speed (tempo) of the beat can change, creating a faster or slower pace
• To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo
• To walk in time to the beat of a piece of music
Concepts
NC - Play tuned and untuned instruments musically
• To know what beat is
• To name and know how to play a range of musical instruments
• To know what is meant by tempo
• To know the meaning of dynamics
• To know what sound effects are and how they can be used to enhance a performance

Skills
Mu1 Use their voices confidently in different ways
Mu3 Recognise how sounds can be made and changed
Mu4 Identify the beat in different pieces of music
Mu6 Respond appropriately to musical instruments
Mu8 Create and choose sounds in response to given starting points

Satellite View - Concepts and Skills - Year 2

Year 2
Computing

Zero to Hero / One Day, Many Ways – Research / Multimedia (Word Processing)

Concepts

NC – Understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content

NC – Know and recognise common uses of information technology beyond school

NC – Know how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

- To know how to use the internet to research and find information
- To know how to use word processing and editing skills to create an information document

Skills

Mm1 Use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content

Mm2 Try alternatives using a range of tools and techniques to alter text, images and sounds

Mm3 Combine written text with graphics, tables., sounds and images and present work appropriately

Mm4 Use ICT to communicate with unknown audiences

Mm5 Plan, discuss and review work developed using ICT in order to improve it

Inter-nation Media Station / Mobile Mystery – Multimedia (Recording)

Concepts

NC – Understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content

NC – Know and recognise common uses of information technology beyond school

- To know how to create a podcast or radio-style broadcast

Skills

Mm1 Use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content

Mm2 Try alternatives using a range of tools and techniques to alter text, images and sounds

Mm3 Combine written text with graphics, tables., sounds and images and present work appropriately

Mm4 Use ICT to communicate with unknown audiences

Mm5 Plan, discuss and review work developed using ICT in order to improve it

Land Ahoy! – Computer Science

Concepts

NC – Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

NC – Know how to create and debug simple programs

NC – Know how to use logical reasoning to predict the behaviour of simple programs

- To understand how to sequence within algorithms and programs
- To understand and use repetition or loops within block-based programming
- To begin to understand how to use events when programming

Skills

CS1 Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions

CS2 Create and debug simple programs

CS3 Use logical reasoning to predict the behaviour of simple programs

Going Wild – Multimedia (Presentation) and Data

Concepts (Multimedia)

NC – Understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content

NC – Know how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

- To know how to use a presentation program to create a simple presentation

Concepts (Data)

- To know how to create a branching database to sort data

Skills

Mm1 Use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content

Mm2 Try alternatives using a range of tools and techniques to alter text, images and sounds

Mm3 Combine written text with graphics, tables., sounds and images and present work appropriately

Mm4 Use ICT to communicate with unknown audiences

Satellite View - Concepts and Skills - Year 2

Mm5 Plan, discuss and review work developed using ICT in order to improve it

D1 Collect, sort, record and represent information to inform investigations and designs

D2 Draw conclusions from data collected

Satellite View - Concepts and Skills - Year 2

Year 2
PSHE - Discrete
Autumn 1

Concepts

Core 2 Unit 3 Lesson 1: Fair and Unfair – It's Not Fair

Concepts

- Recognise what is fair and unfair
- Learn to take part in discussions with the whole class

Core 2 Unit 3 Lesson 4: Right and Wrong – In The Right

Concepts

- Understand the difference between right and wrong

Core 1 Unit 5 Lesson 7: Staying Safe – I Don't Know You

Concepts

- Know how to respond safely and appropriately to adults that may encounter (in all contexts, including online) whom they do not know

Core 1 Unit 5 Lesson 3: Drug Safety – Magic Medicines

Concepts

- Learn about the importance of medicine safety
- Know that all household products, including medicines, can be harmful if not used properly

Skills

PW12 Recognise that some substances can help or harm the body

PW14 Reflect on the similarities and differences between people

PW20 Recognise how their behaviour affects other people

PW22 Seek help from an appropriate adult when necessary

HW1 Know how to keep safe and how and where to get help

HW2 Recognise right and wrong, what is fair and unfair and explain why

HW6 Recognise and manage risk in everyday activities

HW11 Recognise how their behaviour and that of others may influence people both positively and negatively

HW17 Self-assess, understanding how this will help with future actions

HW25 Manage risk in everyday activities

HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency

Ci2 Recognise the difference between right and wrong and what is fair and unfair

Autumn 2

Core 1 Unit 4 Lesson 5: Consequences – Good vs Bad

Concepts

- Understand that all actions have consequences
- To take responsibility for our actions
- Learn from experiences
- Recognise what is right and wrong and how behaviour affects other people

Core 2 Unit 1 Lesson 4: Co-operation - Negotiation

Concepts

- Recognise the importance of listening to other people
- Understand the importance of being to work cooperatively
- Understand the concept of negotiation

Core 2 Unit 1 Lesson 5: Co-operation – Want to Play?

Concepts

- Recognise the importance of listening to other people
- Understand the importance of being to work cooperatively

Skills

PW7 Recognise, name and manage their feelings in a positive way

PW9 Share their opinions on things that matter to them

PW14 Reflect on the similarities and differences between people

PW20 Recognise how their behaviour affects other people

HW11 Recognise how their behaviour and that of others may influence people both positively and negatively

HW13 Listen to and show consideration for other people's views

HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve

HW15 Listen to, reflect on and respect other people's views and feelings

HW16 Negotiate and present their own views

HW18 Work and play independently and in groups, showing sensitivity to

HW20 Work independently and in groups, taking on different roles and collaborating towards common goals

Spring 1

Concepts

Core 1 Unit 2 Lesson 5: Keeping Clean – Bath-Time

Concepts

- Learn about the importance of and reasons for bathing and showering
- Understand the importance of maintaining personal hygiene

Core 1 Unit 2 Lesson 6: Skin – Skinny tips

Concepts

- Learn about the importance of and reasons for bathing and showering
- Understand the importance of maintaining personal hygiene

Skills

PW16 Make simple choices that improve their health and wellbeing

PW17 Manage basic personal hygiene

Spring 2

Core 1 Unit 3 Lesson 3: Growing Up – All Grown Up

Concepts

- Learn about the physical changes in our bodies as we grow
- Understand emotional changes as we grow up
- Know that they have rights over their own bodies

Core 1 Unit 3 Lesson 4: Changing Needs – I Need

Concepts

- Learn about how our needs change and grow as we develop

Core 1 Unit 1 Lesson 5: Physical Activity – Mighty Muscles

Concepts

- Understand how muscles work
- Learn to make simple choices that improve their health and well-being

Core 2 Unit 3 Lesson 3: Behaviour – In My Shoes

Concepts

- Understand that family and friends should care for each other

Skills

PW10 Make positive real-life choices

PW11 Recognise why healthy eating and physical activity are beneficial

PW13 Recognise the simple physical changes to their bodies experienced since birth

PW14 Reflect on the similarities and differences between people

PW16 Make simple choices that improve their health and well-being

PW20 Recognise how their behaviour affects other people

HW2 Recognise right and wrong, what is fair and unfair and explain why

HW4 Recognise and respect similarities and differences between people

HW11 Recognise hoe their behaviour and that of others may influence people both positively and negatively

HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health

HW15 Listen to, reflect on and respect other people's views and feelings

Summer 1

Concepts

Core 1 Unit 2 Lesson 1: Dental Hygiene – Brushing Up!

Concepts

- Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- Learn about the importance of effective teeth cleaning and good dental hygiene
- Know about the importance of a healthy lifestyle

Core 1 Unit 2 Lesson 2: Dental Hygiene – Bright White

Concepts
• Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
• Learn how to take care of teeth, in addition to brushing
Core 1 Unit 2 Lesson 3: Dental Hygiene – Top Teeth
Concepts
• Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
• Find out which foods are good for us
• Understand the importance of a healthy lifestyle including dental hygiene

Skills
PW16 Make simple choices that improve their health and well-being e.g. healthy eating
PW17 manage basic personal hygiene

Summer 2

Concepts
Core 3 Unit 3 Lesson 4: Money – Shopping List
Concepts
• Understand the importance of managing money carefully
Core 3 Unit 3 Lesson 5: Choices – This or That?
Concepts
• Understand the importance of choices and spending money wisely
Core 3 Unit 3 Lesson 6: Enterprise – Dragons' Den
Concepts
• Gain a basic understanding of enterprise

Skills
PW2 Recognise where money comes from and the choices people make to spend money on things they want and need
PW3 Understand that we cannot always afford the items we want to
PW4 Contribute to enterprise activities

Satellite View - Concepts and Skills - Year 2

Year 2
Computing

Lesson 1 - Self Image and Identity (Autumn 1)

Overview

In this lesson, children will begin to look at how people can present themselves online. They will analyse an email and try to build up a picture of the author's identity. They will establish that people can make themselves seem different online than they are in real-life and explore the issues this can cause.

Objectives

- I can explain how other people may look and act differently online and offline.
- If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help.

Key Vocabulary

honesty, kindness, identity, race, gender, online, offline, present, truthful, email

Lesson 2 - Online Relationships & Privacy and Security (Autumn 2)

Overview

In this lesson, as a class, children will link up with another school via email to explore the use of the internet to communicate and collaborate with others. Pupils further extend their knowledge on the safe sharing of information by discussing the level of detail they should include in their communication.

Objectives

- I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).
- I can explain who I should ask before sharing things about myself or others online.
- I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.
- I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.
- I can identify who can help me if something happens online without my consent.
- I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.
- I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.
- I can explain how passwords can be used to protect information, accounts and devices.
- I can explain and give examples of what is meant by 'private' and 'keeping things private'.
- I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
- I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

Key Vocabulary

friendship, communication, assessing risks, email, collaboration, contact, questions, safety

Lesson 3 - Online Reputation (Spring 1)

Overview

In this lesson, children will develop an understanding of a digital footprint and online reputation, and how posting information online can be there a long time. They will discuss how difficult it is to take something back once it is online and their responsibility of building a good online reputation.

Objectives

- I can explain how information put online about someone can last for a long time.
- I can describe how anyone's online information could be seen by others.
- I know who to talk to if something has been put online without consent or if it is incorrect.

Key Vocabulary

reputation, online, post, create, content, image, responsibility, honesty, kindness

Lesson 4 - Online Bullying (Spring 2)

Overview

In this lesson, children should understand the difference between making kind and unkind comments and the result of both. They review scenarios of different messages understand unkind/bullying behaviour, and how to deal with them.

Objectives

- I can explain what bullying is, how people may bully others and how bullying can make someone feel.
- I can explain why anyone who experiences bullying is not to blame.

• I can talk about how anyone experiencing bullying can get help.

Key Vocabulary

bullying, cyber-bullying, comments, pop-ups, app, messaging service, negative, positive, kindness, support, ask, trust

Lesson 5 – Managing Online Information (Summer 1)

Overview

In this lesson, children will use search engines and voice-activated technologies to search for information on the internet, developing a greater knowledge of safe, accurate searching. They will compare the two different methods, analysing similarities and differences, and pros and cons.

Objectives

• I can use simple keywords in **search engines**.

• I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).

• I can explain what **voice activated searching** is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).

• I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.

• I can explain why some information I find online may not be real or true.

Key Vocabulary

copyright, ownership, create, owner, content, facts, copy, reuse, quote

Lesson 6 – Copyright and Ownership (Summer 2)

Overview

In this lesson, children will use the research from their previous lesson to create a 'webpage' or information text about the subject they researched. They will develop their knowledge of copyright, and ensure they use the correct practices regarding copyright when creating their work.

Objectives

• I can recognise that content on the internet may belong to other people.

• I can describe why other people's work belongs to them.

Key Vocabulary

copyright, ownership, create, owner, content, facts, copy, reuse, quote

Lesson 7 – Privacy and Security (Summer 2) (Included in Mobile Mystery)

Overview

In this lesson, children will develop their understanding of passwords, why we have them, and why it is important to keep these safe and secure. Children will discuss which digital devices might need a password and they will discuss the importance of teachers being able to track what users do/access on their network.

Objectives

• I can explain how passwords can be used to protect information, accounts and devices.

• I can explain and give examples of what is meant by 'private' and 'keeping things private'.

• I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).

• I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

Key Vocabulary

key, lock, secure, permission, password, safe, private, share, app, program, software, device, unique