

## Year 2

Land Ahoy!			
Subject	Skills and objectives		Combined outcome(s)
Teach Computing	<b>Programming A: Robot algorithms</b> To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written	<b>Creating Media: Digital photography</b> To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that photos can be changed	During this learning outcome the children are to embrace the life of a pirate, understanding how they lived and how they circumnavigated the globe. They will develop a greater understanding of reading and making maps before looking at a 'real-life' pirate such as Sir Francis Drake. To end, the pupils will become designers. They will explore chassis', wheels and axels. They will explore different modes of transport and then design and make an eco travel system of their own.
History	<b>Historical Knowledge and Interpretations –</b> To recount the life of someone famous from Britain		
DT	<b>Developing Ideas -</b> To think of ideas and plan what to do next To choose the best tools and materials and give a reason why these are best	<b>Making –</b> To join things (materials/ components) together in different ways <b>Evaluating –</b> To explain what went well with their work If they did it again, to explain what they would improve	
Geography	<b>Locational Knowledge –</b> To name the continents of the world and find them in an atlas To name the world's oceans and find them in an atlas <b>Physical Geography –</b> To describe the key features of a small area in the UK (using words like beach, coast, forest, hill, mountain, ocean, valley) building on the knowledge of their own locality and another contrasting locality within the UK (such as the seaside) and a contrasting non-European country	<b>Mapping and Atlas work: Using –</b> To follow a route on a map To use simple compass directions (NSEW) <b>Map and Atlas work: Making -</b> To draw a map of a real or imaginary place To use and construct basic symbols in a key <b>Fieldwork -</b> To comment on observations about what they see and draw simple features and label these diagrams Carry out a small survey of the local area/school, using a proforma to collect data (such as a tally survey)	