



Enquiry Organiser Cycle 2 Summer 2  
Year Two



Art and design			Computing				
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>		
<ul style="list-style-type: none"> <li>• Antony Gormley is a British sculptor</li> <li>• He uses different materials to make his sculptures e.g. metal, clay and wire</li> <li>• He created a sculpture called "Inside Australia"</li> <li>• He created the "Angel of the North"</li> <li>• He likes to make sculptures of people</li> <li>• In 1994 he won the Turner prize (a very special award given to artists for new and interesting art)</li> <li>• He has created sculptures local to our area (Peterborough)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about and observe the work of Antony Gormley and other sculptors e.g. Michelle Reider</li> <li>• Look carefully at an object or person and create a model.</li> <li>• Create my own model of a person using my imagination.</li> <li>• Use clay and/or Modroc to make a model of a person</li> <li>• Use slabbing and joining to make my sculpture,</li> <li>• Describe the similarities and differences between Antony Gormley's work and Picasso and Van Gogh.</li> <li>• Link my own work to the work of Antony Gormley.</li> <li>• Share my ideas and experience through sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>• Pablo Picasso was a Spanish artist.</li> <li>• He is not alive now.</li> <li>• Picasso changed his style.</li> <li>• He began with realistic drawings (e.g. Picasso when he was 18 and 25).</li> <li>• Pencils and charcoal can make different marks (stipple and blend).</li> <li>• Vincent Van Gogh painted Starry Night.</li> <li>• Vincent Van Gogh was an impressionist.</li> <li>• Vincent Van Gogh was born in Victorian times.</li> </ul>	<ul style="list-style-type: none"> <li>• That a Beebot is more effective on certain surfaces</li> <li>• That a Beebot will slow down/ speed up when travelling at an incline.</li> <li>• How to measure how far a Beebot travels (standard).</li> <li>• An audio recording has no image.</li> <li>• You can combine still images and sound using Photostory3.</li> <li>• A video combines moving images and sounds.</li> <li>• The iPad has different apps to record images and sounds.</li> <li>• That the internet can sometimes be unsafe.</li> <li>• To follow our HIS Golden Rules when using all electronic devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict which surface is most effective for a Beebot.</li> <li>• Predict what will happen to a Beebot when programmed to travel at an incline.</li> <li>• Predict how far a Beebot will travel in standard units.</li> <li>• Use the voice memo app (iPad) to record an audio clip.</li> <li>• Combine images to create a short film for a story retell.</li> <li>• Record a video clip using a camera/iPad.</li> <li>• Add object animation with the support of a teacher.</li> <li>• Identify risks when online.</li> <li>• Use an iPad safely and respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• How to use a Beebot</li> <li>• An algorithm is a precise instruction.</li> <li>• A program is a set of algorithms completed in order.</li> <li>• Debugging is finding and fixing a problem.</li> <li>• Use 2publish to make a picture and write a sentence.</li> <li>• Select the correct tools.</li> <li>• Present my ideas (above) to a group.</li> <li>• Emails can be used for communication.</li> <li>• To follow our HIS Golden Rules online.</li> <li>• Who to ask for help if I am worried about something I see/receive online (ThinkUKnow).</li> </ul>		
<b>Vocabulary:</b> <b>Sculpture:</b> forming solid objects to make 3D models <b>Sculptor:</b> an artist who makes sculptures <b>Clay:</b> a malleable material used and moulded by sculptors <b>Pinching:</b> using your finger and thumb to press and shape the clay <b>Slabbing:</b> rolling out slabs of clay and cutting out pieces and attaching them together <b>Joining:</b> scoring the edge and adding slip to join them together.		<b>Images:</b> 		<b>Vocabulary:</b> <b>Audio:</b> sound when recorded. <b>App:</b> a program that is on a tablet, phone or watch. <b>Beebot:</b> a programmable robot <b>Incline:</b> a slope <b>Photostory 3:</b> a program that makes digital pictures into a story. <b>Present:</b> show what I have done. <b>Predict:</b> say or estimate what might happen. <b>Program:</b> defined by a set of algorithms that are completed in order to achieve a task. <b>Record:</b> to store sounds or moving pictures using electronic equipment. <b>Save:</b> store for future use. <b>Video:</b> recording of moving images.		<b>Images:</b> 	

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)



History			Science (materials and plants part 2)				
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>		
<ul style="list-style-type: none"> <li>• Captain James Cook was a British navigator and explorer born before the Victorian Era in 1728</li> <li>• He became a master at map making during his time in the Royal Navy and mapped out most of the South Pacific, including New Zealand and Australia</li> <li>• Captain Cook's first voyage was in 1768 aboard HMS Endeavour and took 3 years</li> <li>• Captain Cook made 3 voyages and was killed during his final one in Hawaii in 1779</li> <li>• He was the first European to visit Australia and named many places he found.</li> <li>• There is a statue of Cook in Yorkshire.</li> </ul>	<ul style="list-style-type: none"> <li>• Place people, events and objects in chronological order</li> <li>• Gather information from simple sources to ask and answer questions.</li> <li>• Compare different historical sources and understand the past can be represented in different ways</li> <li>• Use the words 'past' and 'present' to talk about an event</li> <li>• Use words to describe the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>• About life in Victorian times (Spring 1) and during WWII (Year 1)</li> <li>• Lots of things we use today were discovered/invented during Victorian times (Spring 1)</li> <li>• Queen Victoria and Mary Seacole were important people from the past (Autumn 2/Spring 1)</li> <li>• We can order events on a timeline (Spring 1)</li> <li>• We can use different sources etc to find out about the past (Autumn/Spring 1)</li> <li>• Australia is a country in the South Pacific (Summer 1)</li> <li>• Maps contain human and physical features of a place and help us find our way around (Summer 1)</li> </ul>	<ul style="list-style-type: none"> <li>• The names of materials</li> <li>• The properties of materials e.g. fabric, metal, wood</li> <li>• That materials are suitable or unsuitable for particular purposes</li> <li>• That some materials are used for more than one thing e.g. metal used for can, spoon</li> <li>• That different materials are used for the same thing e.g. a spoon (can be wooden, metal or plastic).</li> <li>• The life-cycle of a plant (link to poetry)</li> <li>• That plants need water, light and a suitable temperature to grow</li> </ul>	<ul style="list-style-type: none"> <li>• Name, describe and give some examples of different materials.</li> <li>• Compare the suitability of a variety of everyday materials</li> <li>• Choose a suitable material for a purpose e.g. a boat</li> <li>• Talk about how a particular materials is suitable for its purpose</li> <li>• Ask questions</li> <li>• Plan simply what to do, what observations or measurements to take.</li> <li>• Predict the outcome of an investigation.</li> <li>• Use simple equipment to gather data.</li> <li>• Use pictograms to display results, draw bar charts with help.</li> <li>• I can describe how a bulb/seed grows into a plant.</li> <li>• I can explain what plants need to grow.</li> </ul>	<ul style="list-style-type: none"> <li>• Objects are made from materials</li> <li>• Investigating a suitable material for a postman's sack</li> <li>• Planting bulbs (Autumn)</li> <li>• The names of some plants (Y1)</li> </ul>		
<p><b>Vocabulary:</b>  <b>Centuries:</b> 100 years  <b>Captain:</b> person in command of a ship  <b>Decades:</b> 10 years  <b>Source:</b> a place, person or thing that you can find information from.  <b>Past:</b> gone by in time  <b>Present:</b> existing or occurring now  <b>Chronology:</b> putting events or dates in order  <b>Navigator:</b> a person who explores by sea  <b>Explorer:</b> someone who travels to places that people do not know much about  <b>Map:</b> a diagram to show where places are located and features of places  <b>South Pacific:</b> part of the pacific ocean, south of the equator  <b>Voyage:</b> A long journey from one place to another</p>		<p><b>Images:</b></p>		<p><b>Vocabulary:</b>  <b>Bulb:</b> a plant bud that begins to grow underground.  <b>Life-cycle:</b> the different stages of life for a living thing.  <b>Material:</b> what something is made of  <b>Observe:</b> to look closely  <b>Plant:</b> a living thing which include flowers, trees and vegetables  <b>Pictogram:</b> a chart that uses pictures to represent data.  <b>Predict:</b> make a guess about what might happen.</p>		<p><b>Images:</b></p>	