



Year Group: 2

Term: Autumn

Subject	Learning
History	<p>History - The Great Fire of London- Enquiry Based Topic</p> <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> ● Pupils find out about the past using a variety of types of evidence and different sources eg- photographs, visitor, audio files, primary and secondary sources. ● To begin to explain that there are different types of evidence and sources that can be used to help represent the past. ● Children use artefacts to ask and answer questions about the past. ● Pupils begin to choose their own sources of evidence. <p>World History Places</p> <ul style="list-style-type: none"> ● Children can describe how events had an effect on places. <p>Understanding chronology</p> <ul style="list-style-type: none"> ● Pupils can place events and artefacts on a timeline. ● Pupils can label timelines with words like past, present, older, newer and key dates. ● Children know when some famous historical events beyond living memory happened. <p>Key Vocabulary King Charles 11, The Great Fire of London, St Paul's cathedral, danger, chronological order.</p>
Geography	<p>Geography - Continents and Oceans - Taught in Autumn 2</p>
Art	<p>Knowledge</p> <ul style="list-style-type: none"> ● To link colours to natural and man-made objects. ● To say how other artists have used colour, pattern and shape. ● To create a piece of work in response to another artist's work. <p>Skills</p> <ul style="list-style-type: none"> ● To mix paint to create all of the secondary colours. ● To make shades by adding white. ● To create individual and group collages. ● To use different kinds of material and explain why they have used them. ● To use repeated patterns in their collages. <p>Key vocabulary detail, simplify, enlarge, texture</p>
RE	<p>Judaism</p> <ul style="list-style-type: none"> ● Why do Jewish families talk about repentance at New Year? <p>Key Vocabulary Yom Kippur, Rosh Hashanah, Shofar</p>
Science	<p>Use of Everyday Materials:</p> <ul style="list-style-type: none"> ● Identify and compare the suitability of a variety of everyday materials, including wood, metal, glass, plastic, brick, rock, paper and cardboard for particular uses. ● Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

<ul style="list-style-type: none"> Working Scientifically 	<p>Key Vocabulary brick, fabric, elastic, foil, property, solid, waterproof, absorbent, opaque, transparent, squash, bend, flexible, twist, stretch push, pull, roll, slide, bounce</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment (TAPS 'Plan' – Waterproof materials) performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. <p>Key Vocabulary question, answer, observe, observing, equipment</p>
PE	<p>Ball skills</p> <ul style="list-style-type: none"> Dribble a ball with two hands on the move. Dibble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Use simple tactics <p>Key vocabulary collect, release, receive, prepare, touch</p> <p>School games value: determination</p>
PE with Total Sports	<p>Fundamental movement skills</p> <ul style="list-style-type: none"> Show balance and coordination when running at different speeds. Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. Change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when coordinating their body with and without equipment. <p>Key vocabulary sprint, weight, take off, hurdle, speed</p> <p>School games value: determination</p>
Computing	<p>Begin Discovery Coding Level 1 Unit 2 – 4 lessons complete to at least 'build' task, plus debugging</p> <ul style="list-style-type: none"> To learn to combine start and input events to create precise instruction. <p>Key Vocabulary object, output, input</p> <p>E-Safety PiXL E-Safety lesson 1 – Enjoying the internet Device, connect</p>
Music	<p>Charanga unit: Hands, Feet, Heart Style of main song: Afropop, South African</p>

	<p>Unit theme: South African music Performance focus: Singing</p> <p>Listening: Find the pulse and understand it is the heartbeat of a song. Recognise and name two or more instruments they can hear e.g. keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. Know that this is a South African song.</p> <p>Find the pulse: March in time with the pulse. What animal can you be, finding the pulse?</p> <p>Clapping rhythms: Copy and clap back rhythms. Clap the rhythm of your name. Make up your own rhythms from words, own name, favourite food, colours and animals.. Know that rhythm is different to pulse.</p> <p>Sing: Know that we add high and low sounds (pitch) when singing. Sing in groups, a song that has question and answer sections and a chorus.</p> <p>Play instruments: A range of untuned percussion and play a glockenspiel accurately and in time, using 3 notes (G, A + C).</p> <p>Improvise: using the notes C + D.</p> <p>Compose: A simple melody using simple rhythms, choosing from notes C + D or C, D + E. Know that we add low and high sounds (pitch) when playing instruments.</p> <p>Key Vocabulary Keyboards, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, compose, improvise, perform, audience, question and answer, melody, dynamics, tempo.</p>
<p>PSHE and RSE (highlighted objectives are statutory)</p>	<ul style="list-style-type: none"> ● H6 that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy ● H28 about rules and age restrictions that keep us safe. ● L8 About the role of the internet in everyday life. ● H34 What is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them (covered in E-safety) ● H7 That not all information seen online is true (covered in E-safety) ● H35 About what to do if there is an accident and someone is hurt. ● H36 How to get help in an emergency (how to dial 999 and what to say). ● R12 That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.
<p>DT</p>	<p>Taught during Autumn 2</p>
<p>British Values</p>	<p>Rule of Law - Set school rules</p> <ul style="list-style-type: none"> ● 4S lines (silent, straight, smart, smiling) ● 4Bs (Be kind, Be respectful, Be responsible, Be Your Best) ● We walk everywhere in school <ul style="list-style-type: none"> ● Class Rules (individual to classrooms/pupils)
<p>SMSC</p>	<p>See PSHE, Sustainability & British Values.</p>