



Autumn 2

<u>Year group: 2</u>	<u>Term: Autumn 2</u>		<u>Enquiry Question: Why can't a meerkat live in the North Pole?</u>
	<u>Essential knowledge:</u>	<u>Essential vocabulary</u>	<u>Essential Skills:</u>
Creative development	<p><u>Art</u></p> <p><u>Landscapes</u></p> <ul style="list-style-type: none"> – Know how use paint and collage to create a landscape. – Know about hot and cold colours. – Know how to mix colours. – Know how to develop and share ideas, experiences and imagination. – Know how to create patterns and textures to create a collage using a variety of media. <p><u>Music</u></p> <p><u>Ho, Ho, Ho</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> – To confidently know and sing five songs from memory. – To know that unison is everyone singing at the same time. – Songs include other ways of using the voice e.g. rapping (spoken word). – To know why we need to warm up our voices. 	<p>Primary colours</p> <p>Hot and cold colours</p> <p>Mixing</p> <p>Texture</p> <p>Palette</p> <p>Brush strokes</p> <p>Blend</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Melody Tempo</p> <p>Perform / performance</p> <p>Dynamics</p> <p>Rap</p> <p>Unison</p>	<p><u>Art</u></p> <p><u>Landscapes</u></p> <ul style="list-style-type: none"> – Create textured collages from a variety of media. – Mix a range of secondary colours, shades and tones. – Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. – Work on a range of scales e.g. large brush on large paper etc. – Mix and match colours using artefacts and objects. <p><u>Music</u></p> <p><u>Ho, Ho, Ho</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> – To learn about voices singing notes of different pitches (high and low). – To learn that they can make different types of sounds with their voices –you can rap (spoken word with rhythm). – To learn to find a comfortable singing position. – To learn to start and stop singing when following a leader.



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<p>Knowledge & Understanding of the World</p>	<p><u>Geography</u></p> <p><u>Why can't a meerkat live in the North Pole?</u></p> <ul style="list-style-type: none"> – Name and locate the world's seven continents and five oceans. – Understand geographical similarities and differences through studying a small area of a contrasting non-European country. – 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. – Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. <p><u>RE</u></p> <p><u>Unit 2.1: Lead us not into temptation</u></p> <p><u>Key Question: Right or wrong?</u></p> <p><u>Religion focus: Christianity and Hinduism</u></p> <ul style="list-style-type: none"> – To find out about different religious festivals and rituals. 	<p>Season Weather Climate Coast Land Continent Ocean Sea Polar regions North Pole Equator</p> <p>Faith Community Holy books Belief Promise Rules</p>	<p><u>Geography</u></p> <p><u>Why can't a meerkat live in the North Pole?</u></p> <p>Ask simple geographical questions, such as:</p> <ul style="list-style-type: none"> - Is the weather around the world the same? - How is it different? - Why is it different near the Equator to the North Pole? <ul style="list-style-type: none"> – Use an infant atlas to locate places. – Begin to match places e.g. recognise UK, North Pole on a small and larger scale map. – Find land/sea on globes. – Use an infant atlas and large-scale OS maps to places. – Make simple comparisons between features of different places. <p><u>RE</u></p> <p><u>Unit 2.1: Lead us not into temptation</u></p> <p><u>Key Question: Right or wrong?</u></p> <p><u>Religion focus: Christianity and Hinduism</u></p> <ul style="list-style-type: none"> – Explain how a person shows their faith by how they live. – Recognise special rules that religious people follow – Recognise that beliefs come from holy books – Talk about promises made by a faith member
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	<ul style="list-style-type: none"> - To find out about how a person of faith lives their life. - Explore how values provide rules for living. - Explore the idea of committing to a faith. <p><u>Christmas Unit</u></p> <ul style="list-style-type: none"> - Gift bringers-Why is the Christmas story good news for Christians? - Know the Christmas story and understand the importance for Christians. 		<p><u>Christmas Unit</u></p> <ul style="list-style-type: none"> - Retell the Christmas story and explain its significance for Christians - To talk about the giving of gifts as related to the Christmas story
SMSC	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> - Children learn that assumptions made about girls and boys can cast a stereotype onto them. In addition to this, children learn that differences are not always understood and/or celebrated - this can lead to bullying. <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> - To understand that sometimes people make assumptions about boys and girls - To understand that bullying is sometimes about difference - To recognise what is right and wrong - To know some ways to make new friends 	<p>Stereotypes Boys Girls Similarities Assumptions Shield Differences Bully Purpose Kind Unkind Feelings Sad Lonely Stand up for Help Friends Included Qualities Friendship Caring Value</p>	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> - I understand some ways in which boys and girls are similar and feel good about this - I understand some ways in which boys and girls are different and accept that this is ok - I can tell you how someone who is bullied feels - I can be kind to children who are bullied - I know when and how to stand up for myself and others - I know how to get help if I am being bullied - I know how it feels to be a friend and have a friend - I understand these differences make us all special and unique. - Identify what makes us all different. Why might some people need support with meals from the charity?



	<ul style="list-style-type: none"> – To tell you some ways I am different 	Unique	
Scientific & technological understanding	<p><u>Science</u></p> <p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> – To explore and compare the differences between things that are living, dead, and things that have never been alive. – To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. – To identify and name a variety of plants and animals in their habitats, including microhabitats. – 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. <p><u>Computing</u></p>	<p>Differences</p> <p>Living</p> <p>Non living</p> <p>Habitats</p> <p>Identify</p> <p>Microhabitats</p> <p>Food chain</p> <p>Food source</p> <p><u>Spreadsheets</u></p> <p><u>(Unit 2.3)</u></p> <p>Cell</p>	<p><u>Science</u></p> <p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> – To identify and classify – To observe similarities and differences. – To observe closely using simple equipment. – To use observations and results to answer questions. – To gather and record data- looking for patterns between sets of data – To identify sources of food and the food chain. - Where does the food we eat and use within the charity come from? <p>Enquiry type-</p> <p>Identifying, grouping and classifying</p> <p>Research</p> <p>Pattern seeking</p> <p><u>Computing</u></p>



	<p><u>Spreadsheets (Unit 2.3)</u></p> <ul style="list-style-type: none"> – Copy and pasting tools – Know how to use codes for addition – Know how to create a table and block graph for data <p><u>Stop Motion (Bespoke)</u></p> <ul style="list-style-type: none"> – To take a photographs and sequence them into a 'movie' – To understand the role framing in photography plays in stop motion – To understand that the App orders the photographs into a sequence <p><u>Design and Technology</u></p> <p><u>Meerkat Hand Puppet</u></p> <p>Design:</p> <ul style="list-style-type: none"> - Know what is required in a design - Explore design choices - Explore different types of fabric - Know what a puppet is and that there are different types that work in different ways 	<p>Copying Pasting Block graph Data Tools Column Row</p> <p><u>Stop Motion (Bespoke)</u></p> <p>Story Characters Set Props App Sequence Movement Smooth Focus</p> <p>Applique Design Embroider Evaluate Fray Glove Puppet Mock-up</p>	<p><u>Spreadsheets (Unit 2.3)</u></p> <ul style="list-style-type: none"> – To use the copying and pasting tools to help make spreadsheets – Use tools in spreadsheet to automatically total rows and columns – Create a table and block graph – Explain what rows and columns are – Use images in a spreadsheet – Create a spreadsheet/table for a price list for the charity. <p><u>Stop Motion (Bespoke)</u></p> <ul style="list-style-type: none"> – Focus a photograph – Use a tablet to take a photograph – Analyse the sequence of photographs so that movement looks 'smooth' <p><u>Design and Technology</u></p> <p><u>Meerkat Hand Puppet</u></p> <p>Design:</p> <ul style="list-style-type: none"> - To be able to design a puppet - Explain the reasons behind my design choices- - Create a template. - Create a simple design to explain what they intend to do.
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	<p>Make:</p> <ul style="list-style-type: none"> - Know how to make a fabric face - Discuss appropriate materials linked to suitability - Explore different finishing techniques e.g. using painting, fabric painting, fabric crayons, stitching, sequins, buttons and ribbons. - Understand how to join fabrics using different techniques e.g. glue, running stitch and over stitch stapling <p>Evaluate:</p> <ul style="list-style-type: none"> - Similar textile products - Know how to compare products - Know how to evaluate 	<p>Seam Sew Needle Thread eyehole Template Joining and finishing Techniques</p>	<p>Make:</p> <ul style="list-style-type: none"> - Create a fabric face with support by joining pieces of fabric together and add features using appropriate materials and techniques. - Join fabrics using different techniques e.g. glue, running stitch and over stitch stapling - Select material and shape it. - Follow the design carefully - Use different tools and techniques to create a functional product <p>Evaluate:</p> <ul style="list-style-type: none"> - Explore and evaluate a range of existing textile products relevant to the puppet. - Compare products - Evaluate ideas throughout <p>Evaluate product through original design criteria</p>
Physical Development	<p><u>Physical Development</u></p> <p><u>Functional Fitness</u></p> <ul style="list-style-type: none"> - Be able to travel at different speeds, in different directions. - Learn how to run when changing directions. 		<p><u>Physical Development</u></p> <p><u>Functional Fitness</u></p> <ul style="list-style-type: none"> - Show balance and coordination when running at different speeds, regularly avoiding peers and using effective techniques.



- Know how to describe the components of health-related fitness.
- Learn how all body parts can be used to help with jumping.
- Understand what cardio is.
- Learn when to be at full speed and when to slow down in a game.
- Learn what reaction speed is.
- Know how to apply agility skills into games.
- Understand how we build strength.
- Learn how to create power when jumping.
- Begin to learn basic muscle groups.
- Be able to identify what muscle groups are working in various activities/ exercises.

Gymnastics

- Learn and remember five key gymnastics body shapes.
- Perform a stretch jump, star jump, and tuck jump.
- Develop our balance skills.
- Learn and perform different balances.
- Learn the key points to help us balance.

- Connect running and jumping movements with some control and balance.
- Show hopping and jumping movements with some balance and control, demonstrating an awareness of technique.
- Show some understanding of different throws.
- Show control and balance when travelling at different speeds.
- Demonstrate balance and coordination when changing direction.
- Demonstrate coordination with increased control, with and without equipment.

Gymnastics

- Be able to perform balances on different body parts with some balance and control.
- Using apparatus to be able to hold body weight on different body parts.
- Show an improvement of extension and flexibility in actions.
- Copy, remember, repeat and plan linking basic actions while showing some control and technique.



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	<ul style="list-style-type: none">– Know how to travel in different ways, using different body parts.– Develop dynamic balance.– Develop coordination.– Develop skills on the balance beam.– Know the technique to work towards a Squat On onto the vault.– Develop jumping and landing skills from different platforms.– Understand how to perform a sequence of movements on different pieces of equipment.		
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<u>Guided Reading texts and other linked books.</u>	<u>Previous Learning Links</u>	<u>Adaptations to the curriculum for SEND</u>	<u>Key questions:</u>
Traction man- GR Meerkat Mail - English Postcard writing Information text- Meerkats	Weather patterns- science Living things and their habitats- science Childrens own experiences of weather Basic map skills Identifying countries and capital cities- Geography	Story book stimulus Visual prompts Use of globe when looking at the earth. Sequencing of weather and seasons Physical experiments with the weather.	How does the weather change with the season? Is the weather the same around the world? What is climate change? How do animals adapt to where they live?