



## Autumn Term Planning Year 2

### Mary Seacole and Florence Nightingale How has nursing changed over time?

	Geography	History	Art	Design Technology
Prior Learning/ Context		<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements (explorers: Neil Armstrong, Christopher Columbus and Edmund Hillary).</li> <li>events beyond living memory that are significant nchanges within living memory.</li> <li>Nationally or globally (GFOL)</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products (wonder)</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences</li> <li>and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture (sewing)</li> <li>about the work of a range of artists, craft makers and designers, describing the Local artists (Lowry)</li> <li>differences and similarities between different practices and disciplines, and making (Lowry)</li> </ul>	<ul style="list-style-type: none"> <li>Dinosaur cars (wheels and axles unit)</li> <li>use the basic principles of a healthy and varied diet to prepare dishes understand where food comes (smoothies)</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable (made houses and boats from toast)</li> <li>explore and use mechanisms <b>wheels and axles</b> dinosaur toys</li> </ul>
New Learning inc NC aims and objectives	History term topic.	<b>Look at the lives of Mary Seacole, Florence Nightingale and Mother Teresa.</b> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>Changes within national life.</li> </ul>	<b>Making portraits.</b> <ul style="list-style-type: none"> <li>Children will become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>Children will use a range of materials creatively to design and make products</li> <li>Children will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Children will develop a wide range of art and design techniques in using</li> </ul>	<b>Making lamps.</b> Design □ generate, develop, model and communicate their ideas through talking, drawing. Make □ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate □ explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria
Key Vocabulary		<ul style="list-style-type: none"> <li>Chronological order</li> <li>Similarities and differences</li> <li>Compare</li> <li>New, young, younger, youngest, old, older, oldest, years ago, before, after, long ago, modern, recent, similar, same, decade, century, period, timeline, calendar</li> </ul>	<ul style="list-style-type: none"> <li>Colour</li> <li>Pattern</li> <li>Texture</li> <li>Line</li> <li>Shape</li> <li>Form</li> <li>space</li> </ul>	<ul style="list-style-type: none"> <li>clay</li> <li>roll</li> <li>sculpt</li> <li>score</li> <li>join</li> <li>evaluate</li> </ul>
	Computing	MFL	PSHCE	Music
Prior Learning/ Context	<ul style="list-style-type: none"> <li>understand what algorithms are</li> <li>create and debug simple programs (scratch)</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content (using word)</li> <li>use technology safely (Seesaw)</li> <li>where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<ul style="list-style-type: none"> <li>Basic greetings (my name is...)</li> </ul>		ELG Children sing songs, make music and dance, and experiment with ways of changing them
New Learning inc NC aims and objectives	<b>A study of algorithms (understanding what they are and writing their own).</b> <b>A study of what a computer is.</b> <ul style="list-style-type: none"> <li>understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>recognise common uses of information technology beyond school</li> </ul>	A study of basic French vocabulary. <ul style="list-style-type: none"> <li>Learn basic phrases and greetings</li> <li>Become familiar with counting to ten</li> </ul>	Follow PictureNews planning.	<b>Hands, heart and feet.</b> Music from South Africa, Freedom songs. <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul> <b>Ho, ho, ho.</b> Winter time, festivals and Christmas time. Creating a performance using music and dance. <ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
Key Vocabulary	Debug, instructions, sequence	Numbers to 10, Hello/Goodbye, my name is, What is your name? , How are you?	Democracy Community multi-faith beliefs tolerance Respect Liberty Law Voice Equality Responsibility Freedom Pride acceptance	Pitch, beat, pulse, rhythm, singing, loud, quiet, noise, sound
	English (Order of units may change based upon Teacher Assessment)			

Prior Learning/ Context	<b>Stories with a familiar setting.</b> <b>Linking to whole school text Space Tortoise.</b> <b>Prior learning labelling things in a familiar setting.</b>	<b>Non-Chronological report</b> <b>Linking to whole school text Space Tortoise.</b> <b>No prior learning.</b>
New Learning inc NC aims and objectives	<p>Stories with familiar setting (write character descriptions, setting descriptions and a story in a familiar setting).</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing</li> <li>• Pupils should be taught to:</li> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• learn how to use:</li> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• the grammar for year 2 in English Appendix 2</li> <li>• some features of written Standard English</li> <li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p>Non-chronological report</p> <ul style="list-style-type: none"> <li>• writing for different purposes</li> <li>• writing about real events</li> <li>• make simple additions, revisions and corrections to their own writing</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing</li> <li>• Pupils should be taught to:</li> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• learn how to use:</li> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• the grammar for year 2 in English Appendix 2</li> <li>• some features of written Standard English</li> <li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
Key Vocabulary	Finger spaces, capital letters, adjectives, sentences, reading aloud, paragraph, question marks, expanded noun phrase	Subtitles, labels, expanded noun phrases, statements,
	<b>Science- Animals including humans</b>	
Prior Learning/ Context	<p>Year 1</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	
New Learning inc NC aims and objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	
Key Vocabulary	Offspring, grow, adults, survival, water, food, air, exercise, hygiene, nutrition, reproduce, egg, chick, chicken, egg, caterpillar, pupa, butterfly, spawn, tadpole, frog, lamb, sheep, baby, toddler, child, teenager, adult	
	<b>Maths</b>	
	We follow the Singapore Maths Curriculum, all information including prior learning and key vocabulary is in the planning	

	Religious Education				
Prior Learning/ Context	Children will have developed a good understanding of different faiths and religions from around the world. <ul style="list-style-type: none"><li>know that Christians refer to God as ‘Father’</li><li>talk about why Christians might compare God to a loving parent</li><li>talk about how and why Christians might want to talk to God</li><li>suggest symbolic meanings of rituals and items used in Christian prayer</li><li>talk about the importance of love in families</li><li>talk about the ways in which they are cared for and supported by family members</li><li>reflect on their own role within the family</li><li>discuss who they can talk to when they are happy/sad/worried</li></ul>		Children will have developed a good understanding of different faiths and religions from around the world. <ul style="list-style-type: none"><li>know a simple version of the nativity story.</li><li>Talk about why Christians would say that Jesus is a special baby.</li><li>Talk about how different characters in the nativity welcome the baby Jesus</li><li>Identify religious aspects of Christmas celebrations</li><li>Talk about why Christmas is a special time for Christians</li><li>Consider how and why babies might be special – and why they need love and care.</li><li>Talk about the importance of looking after those who cannot help themselves</li><li>Talk about their own beginnings and how they were welcomed into the family.</li><li>Reflect on who has helped them in life so far.</li></ul>		
New Learning inc aims and objectives	Christianity (God) Creation Care for the planet Harvest Year 2 Key Question (to be used all year): How do we respond to the things that really matter? Focus Question (for this investigation): Does how we treat the world matter? <ul style="list-style-type: none"><li>retell (simply) the Genesis 1 story of creation *</li><li>suggest why Christians might think it is important to look after the world</li><li>suggest ways that Christians might express their concern for the natural world</li><li>describe how and why Christians might thank God for creation at Harvest festivals</li><li>identify ways in which humans use (and abuse) the natural world</li><li>about why our planet should matter to all humans - and how this should influence our behaviour</li><li>reflect on their own use of the world's resources</li><li>ask questions about what they can do to show that they care about the world</li></ul>		Christianity (Jesus) Jesus as the light of the world symbolism of light Advent and Christmas celebrations Christianity (Jesus) Why do Christians say that Jesus is the 'Light of the World'? <b>Jesus as the light of the world symbolism of light Advent and Christmas celebrations</b> Year 2 Christianity - Jesus Year 2 Key Question (to be used all year): How do we respond to the things that really matter? Focus Question (for this investigation): Why do Christians say that Jesus is the 'Light of the World'? <ul style="list-style-type: none"><li>suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</li><li>talk about the different titles that might be given to Jesus - Christ/ Messiah/ Saviour/Son of God</li><li>identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carl services, Christingle) - and the symbolic meaning</li><li>talk about the different ways that Christians might celebrate Christmas</li><li>identify different ways that humans use light</li><li>discuss the importance of light - as a source of comfort, security and hope</li><li>talk about how and why light might be an important symbol</li><li>ask questions about the value of sources of light in their own lives</li><li>talk about the people who provide comfort, security and hope for them</li><li>suggest ways in which they might be a light for others</li></ul>		
Key Vocabulary	Human value, Genesis, environment, myth, religious message, beliefs, values, stewardship, harvest		Incarnate, symbolism, Christians, presence, comfort, guidance		
	Physical Education				
Prior Learning/ Context	Gymnastics <ul style="list-style-type: none"><li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li><li>perform dances using simple movement patterns.</li><li>become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li></ul>		Throwing and catching <ul style="list-style-type: none"><li>become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li></ul>		
New Learning inc NC aims and objectives	Gymnastics <ul style="list-style-type: none"><li>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li></ul>		Football <ul style="list-style-type: none"><li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li><li>Participate in team games, developing simple tactics for attacking and defending</li></ul>		
Key Vocabulary	Body, base, balance, align, stretch, jump, hop, skip, forwards, backwards, up, down, movement, still		Boots, ball, bibs, places, tackle, defend, pitch, goal, team, net, goal keeper		
	Enrichment				
Subject/Focus	History/Geography	MFL	PE	Art and Design	Music
Opportunity	Trip?	French food tasting session. KS1 French club.	See School Games timetable for the competitions entered	HPAN exhibition	KS1 Christmas performance Singing at the community centre