**Year 2 Autumn 1 and 2**

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| **Into the Woods** |
| **Science****Materials**-To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses-To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching**Plants and Growth**-Naming and classifying plants, flowers and trees-Being able to identify living, and non living things-Be able to describe the life cycle of a plant and animal-Identifying different types of seed dispersal -Use simple equipment to observe changes over time **Key Skills**-Perform simple comparative tests-Use observations and ideas to answer questions, notice patterns, similarities and differences  | **Geography****What effect do humans have on our local environment?** **Human and Physical Geography**-Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? -Use fieldwork to observe, measure and record the human and physical features in the local area.-Identify key features of a location and say whether it is a city, town, village, coastal or rural area.-Devise a simple map with features on the key.-Learn and use the four points of a compass to describe a location. -Use locational and directional language such as, near farm left right etc.-Use ariel images and plan perspectives to recognise landmarks and basic physical features-Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to thephysical and human features of places studied-Compare and contrast the human and physical features of a British locality. | **History****How has the high street changed?**-Researching and recalling information-Asking own questions and creating enquiry**Historical Skills:** **-Describe** where the people and events studied fit within a chronological framework and **identify** similarities and differences between ways of life in different periods-**Can understand securely** and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously'). - Describe events beyond living memory that are significant nationally or globally- Describe significant historical events, people and places-Understand that dates can be used to describe time and events in time. |
| **Art and design****Focus: Sculpture**-Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. -Explore sculpture with a range of malleable media, especially clay. -Experiment with, construct and join recycled, natural and man-made materials. -Explore shape and form.**Collage Skills:**-Create textured collages from a variety of media.**Drawing Skills:**-To use pencils, pastels and charcoal in my drawings. -To show patterns and textures in their drawings by adding dots and lines. They able to show different tones using coloured pencils-To make a variety of lines of different sizes, thickness and shapes**Artist links:**Andy Goldsworthy **Forest School**-Collaboration and teamwork -Effective communication -Explore nature in habitats-Identify plants and nature in local environment-Making fire and shelters.-Cross curricular links to art work – Andy Goldsworthy  | **Design Technology**Where does our food come from?- say where food comes from (animal, underground etc.)- describe how food is farmed, home-grown, caught- draw eat well plate; explain there are groups of food - describe “five a day”- describe properties of ingredients and importance of varied diet- explain hygiene and keep a hygienic kitchen- cut, peel and grate with increasing confidence**-** rubbing, weighing, measuring, sifting, stirring, rolling, grating, cutting with increasing confidence | **Computing****Focus: Coding**-Learn that programs respond to different sorts of inputs, and that the keyboard can be used to control objects on screen, not just by clicking them directly**Focus: What is information technology?**-Recognise common uses of information technology beyond school -To recognise the uses and features of information technology-To identify information technology in the home-To explain how information technology benefits us -To recognise that choices are made when using information technology**E-Safety**-To identify rules that help keep us safe and healthy in and beyond the home when using technology. -To show how to use information technology safely |
| **PSHE****Being in my world:*** Re-establishment of school rules and expectations
* To know what it means to be responsible and linking to school 3 R’s
* Sharing hopes and fears and how to overcome barriers to success
* To know that their own views and opinions are valuable
* Setting personal goals and beginning to reflect on these within learning verbally

**Celebrating difference:*** Know the difference between a one-off incident and bullying
* Know that sometimes people get bullied because of difference
* Know that friends can be different and still be friends
* Know there are stereotypes about boys and girls
* Know where to get help if being bullied and how to support someone who has been bullied
* Know that it is OK not to conform to gender stereotypes
* Know the difference between right and wrong and the role that personal choice has to play in this
* Taught through texts, role play
 | **Religious Education** **Islam - Who is a Muslim and how do they live? (Part 1)*** What do people think about God?
* What do Muslims think about God?
* Who was the Prophet Muhammad and why is he important to Muslims?
* What can people learn from Muslim holy words?

**Make sense of belief:** • Recognise the words of the Shahadah and that it is very important for Muslims• Give examples of how stories about the Prophet show what Muslims believe about Muhammad.**Understand the impact:** **•** Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)**Make connections:** **•** Think, talk about and ask questions about Muslim beliefs and ways of living• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.**Christianity – Why does Christmas matter to Christians?*** Think, talk and ask questions about Christmas for people who are Christians and for people who are not.
* Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions as Christmas.
 | **Music**Voice: Learn each song using a tutorial video.  • At the end of each tutorial sing the song all the way through, reflecting on quality of performance• Polish the performance of each by song by practising with the ‘Sing to backing track’ video.  Sing broadly in tune with a limited pitch range. • Consider breathing, posture, articulation, sound projection.  • Singing songs in unison, with clear direction, control of pitch, a sense of phrase and musical expression.  • Follow simple performance directions including call and response. To explore and comment on the ways sounds can be used expressively:  Describe a piece in terms of tempo, dynamics and mood.  Explore pulse in different pieces of music. Identify simple repeated patterns and rhythms,  Identify the high and low pitch of voices and instruments  Identify the structure of a song (phrase, chorus, verse)  |
| **Physical Education**-Develop competence to excel in a broad range of physical activities- Are physically active for sustained periods of time-Lead healthy, active lives**Gymnastics** – Linking movements, moving and rolling, balance**Invasion Games** – Locomotion: Dodging -Explore dodging -Develop dodging -Apply dodging:-Explore attacking and defending -Apply dodging in teamsBall Skills – Using hands, dribbling and using our feet, passing, receiving, ball control, accurate passing.Develop dribbling/passing and receiving Combine dribbling, passing and receiving, keeping possession Develop dribbling/passing and receiving to score a point Combine dribbling, passing and receiving to score a point**Dance** – sequencing movements, using expressive dance to tell a story, understanding levels and timings **Swimming –** * Enter the water safely
* Move in different directions for a distance of 5 metres
* Scoop the water and wash the face
* Be comfortable with water over head
* Exit the pool safely
* Float on back
* Push and glide on front and back from the wall
* Put head/face under the water
* Swim using a float to support
 |  | **Stunning Start** – Woodland Walk, finding clues to book characters**Marvellous Middle** – Hedgehog Man/ Polegate Local Walk**Fabulous Finish** –Into the woods performance/Story telling in forest school/ A feast for Jack |