

Curriculum Converter:



Flying Start Curriculum

Overview: Unlimited – The children will learn about significant people in history. They will first learn how to identify a significant person using the Darwin model and then compare the impact they have had locally and globally. The children will learn about chronology using timelines to relate the people they learn about. They will link this to our local area through the study of Ludwig Guttmann (Paralympics).

Pitstop

Colour challenge – Parents join us for a funky circles painting challenge that uses our knowledge of the primary and secondary colours.

Parent finale:

Year 2 Nativity

Why this?

It is important the children develop an understanding of how life has been different in the past and how significant individuals have contributed to change. They will develop their skills of analysis and by contrasting historical people that have made positive and controversial contributions to the world. The children will learn about people who have influenced change in their local area which also relates to the geographical skills they will develop this year.

Why now?

In year 1 the children have learnt about their own place in history and changes in their lifetime. They have also begun to look at significant events and time periods such as the Great fire of London and the Victorian era. To support their continuing knowledge and understanding of historical change we will begin to introduce them to people that have been significant in history. This will continue to build their understanding of chronology and timelines. It will also support them as they go into Year 3 to understand periods in distant history that have had a significant impact (Romans, stone age).

Key Texts used in English and Reading lessons:

Autumn 1:

Text 1: Who was Rosa Parks? By Yona Zeldis McDonough (2 weeks) Non-Fiction

Text 2: Performance poem: **The Moon by Robert**

Louis Stevenson (1 week)

Text 3: National Geographic: Little Kids First Big Book of Space (1 week) Non-Fiction

Text 4: The Comet by Jo Tod Stanton (2 weeks)

Texts to be covered in Reading lessons:

Malala's magic pencil

The way back home

Strictly no elephants

AUTUMN 2:

Poetry: **Diamantes – e.g. about the moon**

Text 5: I am Malala By Brad Meltzer (1 Week) – ordinary people change the world series Non-Fiction

Text 6: The proudest blue by Ibtihaj Muhammad (1 week)

Text 7: Wilma Unlimited (2 weeks)

PRODUCTION TEXT (1 week)

Texts to be covered in Reading lessons:

Greta and the giants

The little Scientist: A discovery primer *Non-Fiction*

Man on the moon

Linked texts not used in Reading and English:

Little people big dreams books

Class Context:

Notable dates:

22nd September – Science workshop about materials

12th October – trip to Stoke Mandeville Stadium to learn about Ludwig Guttmann and the start of the Paralympics.

<p>Trips / Visitors Trip: Stoke Mandeville Stadium and the National Paralympic Heritage Trust (THURSDAY 12th OCTOBER) Experience: Discover Materials workshop (Friday 22nd October). Links to Science curriculum Visitors:</p>	<p>Local Community link Study of Ludwig Guttermann – started to Paralympics in Aylesbury.</p>	<p>Primary/Secondary sources of evidence: Books and portraits</p>
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Year 2 FOS: Unlimited (Maestro: Movers & Shakers) Autumn 1a

Note: We have mapped out a 6 week term, for a 7 week actual term. In the final week there will be a DT project that will be taught over TWO DAYS. (See below)

<p>Introductory knowledge curriculum maestro</p> <p>P. of Study History 20 Learn about 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.</p> <p>Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Specific knowledge Year 2 In history, the term significant individual describes a person who is great, important or worthy of attention.</p> <p>Specific knowledge Year 2 Historians use different sets of criteria to help them make judgements about significance.</p> <p>Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p>Memorable experience curriculum maestro</p> <p>Studying a local historically significant person</p> <p>P. of Study History 11 Learn about significant historical events, people and places in their own locality.</p> <p>Knowledge Year 2 Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p> <p>Specific knowledge Year 2 A significant person in the locality is someone who made big changes in their lifetime, made people's lives better or worse and changed the way people think. Their ideas are still used today and were a very good or very bad role model.</p> <p>Skill Year 2 Describe, in simple terms, the importance of local events, people and places.</p> <p>Ludwig Guttmann, National Paralympic Heritage Museum</p>	<p>Engage Lesson 1: Exploring Impact</p> <p>P. of Study History 20 Learn about 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.</p> <p>Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual. (30mins)</p>	<p>Engage Lesson 2: Sorting and Grouping</p> <p>P. of Study Breadth History Aims 13 Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Knowledge Year 2 Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p> <p>Specific knowledge Year 2 Categories for sorting significant people include explorers, activists, monarchs, scientists and artists.</p> <p>Skill Year 2 Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>	<p>Removed Lesson 3 – Ranking significance</p> <p>Engage lesson 4: Timelines</p> <p>of Study History 13 Learn about events beyond living memory that are significant nationally or globally.</p> <p>Knowledge Year 2</p> <p>A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>Skill Year 2 Sequence significant information in chronological order.</p>	<p>The greatest explorers</p> <p>Develop 1 – Lesson 1 P. of Study History 20 Learn about 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.</p> <p>Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Specific knowledge Year 2 Significant explorers and their voyages include Vasco de Gama's voyage to India, Christopher Columbus' voyage to the Americas, Captain James Cook's voyage to New Zealand and Australia, Roald Amundsen's voyage to the South Pole and Neil Armstrong's voyage to the Moon.</p> <p>Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>
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<p>NOTE: Link to Lugwig Gutman – local history</p>					
<p>Companion Unit Let's Mix (ART)</p> <p>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork</p> <p>Artists Kadinsky, Mondrian</p> <p>P. of Study Art and design 7 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 2 The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Specific knowledge Year 2 Mixing different amounts of primary colours make a range of hues. For example, blue-green or yellow-green. Skill Year 2 Identify and mix secondary colours.</p>	<p>The Colour Wheel P. of Study Art and design 7 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 2 The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Specific knowledge Year 2 The colour wheel is a diagram that organises colours and shows their relationships. Skill Year 2 Identify and mix secondary colours</p>	<p>Same or Different P. of Study Art and design 4 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Knowledge Year 2 Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Specific knowledge Year 2 Wassily Kandinsky and Piet Mondrian are two famous artists, known for using a vivid palette of primary and secondary colours in their work. Skill Year 2 Describe similarities and differences between artwork on a common theme.</p>	<p>Colour carousel P. of Study Art and design 17 Use a range of materials creatively to design and make products. Knowledge Year 2 Malleable materials, such as clay, plastiline or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. Specific knowledge Year 2 Colours can be mixed indirectly through printmaking. For example, printing over a red print block with a yellow print block will make an orange print. Skill Year 2 Press objects into a malleable material to make textures, patterns and imprints.</p>		<p>Colour challenge P. of Study Art and design 7 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge Year 2 The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Skill Year 2 Identify and mix secondary colours.</p> <p>Evaluation P. of Study Breadth Art and design Aims 5 Evaluate and analyse creative works using the language of art, craft and design. Knowledge Year 2 Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. Skill Year 2 Analyse and evaluate their own and others' work using artistic vocabulary.</p>

<p>MUSIC (40 minute lessons)</p> <p>Autumn 1 Tony Chestnut A fun, fast-moving action song that has a simple tune and clever lyrics crafted to sound like different parts of the body. In this unit, pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response,</p>	<p>Get to know the song – learn the melody and add actions on the beat.</p> <ul style="list-style-type: none"> Practise echoing actions to a beat. Get familiar with the song structure and understand the word play. Learn the melody of the song. Keep a steady beat while they sing. 	<p>Get to know the song – improving phrasing and tuning. Track the shape of the melody with gesture.</p> <ul style="list-style-type: none"> Practise making up 4-beat action patterns for each other to copy. Echo sing in a group as part of a warm-up. Make noisy pictures. Sing the song quietly and gently to a 'la' sound and follow the shape with their hand. 	<p>Progression snapshot 1. Make a video recording of children singing.</p> <ul style="list-style-type: none"> Lead or respond to a 4-beat action pattern. Echo sing in a name game. Copy and demonstrate a noisy picture using a pitch pencil. Learn the song <i>Hi lo chicka lo</i> and perform the song with beat actions. 	<p>Play the songs melody on a tuned percussion instrument.</p> <ul style="list-style-type: none"> Play warm-up games to practise keeping a steady beat, and pitch match singing. Practise taking the lead in an action echo activity. Recap the song <i>Hi lo chicka lo</i>. Begin to learn the 'call' or 'response' phrases of the song's melody on a tuned percussion instrument. 	<p>Improvise rhythms along to a backing track.</p> <ul style="list-style-type: none"> Practise singing <i>Tony Chestnut</i> with good diction. Practise playing the melody of <i>Tony Chestnut</i> with a partner, and as a class. 	<p>Compose call-and-response music.</p> <ul style="list-style-type: none"> Play a follow-my-leader 4-beat action game. Listen to <i>Fanfarra (Cabuale-le)</i> by Sérgio Mendes. Play a copy game using the notes C and G to the backing track. <p>Composing call-and-response music in pairs.</p>
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making up call-and-response patterns with actions, their voices and with instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.		<ul style="list-style-type: none"> Improve their singing of the song. 				
PE (ML) Autumn 1 Unit 1 Attack Defend Shoot Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing.	<ol style="list-style-type: none"> Send the ball with feet by kicking Send the ball varying distances using harder and softer kicks 	<ol style="list-style-type: none"> Receive and stop the ball with feet Pass the ball to another player 	<ol style="list-style-type: none"> Working as a team to keep possession in a defined area Pass the ball for accuracy Demonstrate receiving and passing 	<ol style="list-style-type: none"> Play in a game with defined areas Play as part of a team to attack and defend Move the ball independently by bouncing 	<ol style="list-style-type: none"> To move the ball using basketball-style dribbling Link bouncing and passing Play collaboratively to attack a goal 	<ol style="list-style-type: none"> Play with and against others Make some attempt at attacking collaboratively Make choices on where to stand when defending as part of a team
PE (CT) Autumn 1 Unit 1 -Gymnastics Describe and explain how performers can transition and link gymnastic elements Perform with control and consistency basic actions at different speeds and on different levels Challenge themselves to develop strength and flexibility Create and perform a simple sequence that is judged using simple gymnastic scoring	<ol style="list-style-type: none"> Use prior learning to create a 4-element sequence Combine balance, rolling, jumping, rocking and spinning Perform using a recognised start and finish shape 	<ol style="list-style-type: none"> Recognise how to create power in jumps Attempt a variety of different jumps Show ways to jump with power and control 	<ol style="list-style-type: none"> Define how gymnastic elements can link smoothly and continuously Explore transitions between elements Compare linking movements that improve a performance 	<ol style="list-style-type: none"> Define in simple terms flexibility Demonstrate in shapes their full range of flexibility Choose, adapt and perform shapes at different levels 	<ol style="list-style-type: none"> Perform various travel movements at different speeds Identify suitable speeds for different types of travel Show how these speeds apply to different moves in a sequence 	<ol style="list-style-type: none"> Choose and apply to a simple sequence of elements from unit 1 Perform a sequence of between 4 and 6 elements Select appropriate elements to get maximum points
COMPUTING Autumn 1 Online safety	Classroom discussion about what the children do online and how we use technology.	To understand that the information I put online leaves a digital footprint.	To use keywords in an online search to find key information about a topic.	To recognise whether a website is appropriate for children.	To rate and review informative websites.	To be able to identify kind and unkind behaviour online.
PSHE - living in the wider world	To learn about Respecting the need of ourselves and others.		To learn about looking after the local environment.		To learn about where money comes from, what is it used for and how to keep money safe.	

SCIENCE <ul style="list-style-type: none"> • Everyday materials Material properties and Yr 1 knowledge recap. 	Materials and their properties and uses.	Investigating how shapes and solids can be changed. (2.6)	Investigating material strength (2.7)	Comparing material strength (paper and cardboard) 2.7	Researching the uses of different materials. (2.7)	Investigating the effect of salinity on buoyancy. (2.8)	Floating and sinking (2.8)
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DT UNIT FOR TWO DAYS – Companion project “Remarkable recipes”

<p>DAY 1</p>	<p>Exploring where food comes from</p> <p>P. of Study Design and technology Food 1 Understand where food comes from.</p> <p>Knowledge Year 2 Food comes from two main sources: animals and plants. Cows provide beef, sheep provide lamb and mutton and pigs provide pork, ham and bacon. Examples of poultry include chickens, geese and turkeys. Examples of fish include cod, salmon and shellfish. Milk comes mainly from cows but also from goats and sheep. Most eggs come from chickens. Honey is made by bees. Fruit and vegetables come from plants. Oils are made from parts of plants. Sugar is made from plants called sugar cane and sugar beet. Plants also give us nuts, such as almonds, walnuts and hazelnuts.</p> <p>Skill Year 2 Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables).</p> <p>Tools</p> <p>P. of Study Design and technology Year 2 Food Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>6 Year 2 Make Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Knowledge Year 2 Some ingredients need to be prepared before they can be cooked or eaten. There are many ways to prepare ingredients: peeling skins using a vegetable peeler, such as potato skins; grating hard ingredients, such as cheese or chocolate; chopping vegetables, such as onions and peppers and slicing foods, such as bread and apples.</p> <p>Year 2 Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials.</p> <p>Skill(s) Year 2 Prepare ingredients by peeling, grating, chopping and slicing. View progression</p>	<p>Why do we cook our food?</p> <p>P. of Study Breadth Science Aims 2 Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p>Knowledge Year 2 Some foods, such as ice and chocolate, melt when heated, but then harden (solidify or freeze) when cooled.</p> <p>Skill Year 2 Observe what happens when a range of everyday materials, including foods, are heated and cooled, sorting and grouping them based on their observations.</p>
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	<p>Year 2 Select the appropriate tool for a task and explain their choice.</p>	
<p>Day 2</p>	<p>Reading recipes</p> <p>P. of Study RHE - Health education 10 Year 2 Health Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>P. of Study Breadth Design and technology</p> <p>1 Year 2 Aims Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p> <p>4 Year 2 Design Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>4 Year 2 Design Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Knowledge Year 2 Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.</p> <p>Year 2 Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using information and communication technology.</p> <p>Skill(s) Year 2 Work safely and hygienically in construction and cooking activities. View progression Year 2 Generate and communicate their ideas through a range of different methods</p> <p>Planning a school meal</p> <p>P. of Study Design and technology 5 Year 2 Evaluate Explore and evaluate a range of existing products.</p> <p>4 Year 2 Design Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>4 Year 2 Design Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Knowledge Year 2 Many key individuals have helped to shape the world. These include engineers, scientists, designers, inventors and many other people in important roles.</p>	<p>Making a new school meal</p> <p>P. of Study RHE - Health education 10 Year 2 Healthy Know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>1 Year 2 Healthy Know the principles of planning and preparing a range of healthy meals.</p> <p>P. of Study Design and technology</p> <p>2 Year 2 Food Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Knowledge</p> <p>Year 2 A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables.</p> <p>Skill(s) Year 2 Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.</p>

	<p>Year 2 Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using information and communication technology.</p> <p>Year 2 School kitchen staff are important people because they provide healthy, nutritious, appealing and balanced meals.</p> <p>Skill(s)</p> <p>Year 2 Explain why a designer or inventor is important. View progression</p> <p>Year 2 Generate and communicate their ideas through a range of different methods.</p>	
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Autumn 2

Note: Autumn 2 – Christmas Production – We have mapped out 6 weeks, in a 7 week term.

<p>Lesson 2 Significant people – Christopher Columbus</p> <p>P. of Study History 20 Learn about 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.</p> <p>Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Specific knowledge Year 2 Christopher Columbus was a significant explorer who lived centuries ago (1451–1506). He travelled from Europe thinking that he would find a western route to the Indies. Instead, he discovered the Americas, which became known as the 'New World'.</p> <p>Skill Year 2 Use historical models to make judgements about significance and</p>	<p>Lesson 4 – Timeline of significant people</p> <p>P. of Study History 13 Learn about events beyond living memory that are significant nationally or globally.</p> <p>Knowledge Year 2</p> <p>A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>Skill Year 2 Sequence significant information in chronological order.</p>	<p>Lesson 5: Exploration Changes</p> <p>P. of Study History 2 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Knowledge Year 2 Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p>Specific knowledge Year 2 There were many differences between the journeys of Columbus and Armstrong, such as transport (Columbus sailed on a ship, Armstrong travelled in a rocket and lunar module) and reasons for travelling (Columbus wanted to find a trade route to the Indies to become rich, Armstrong wanted to fulfil the American promise to land a person on the Moon before the end of the 1960s).</p>	<p>Activists and their impact</p> <p>P. of Study History 20 Learn about 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.</p> <p>Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Specific knowledge Year 2 An activist is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.</p> <p>Specific knowledge Year 2 Significant activists include Martin Luther King Jr, William Wilberforce, Malala Yousafzai, Mahatma Gandhi, Rosa Parks and Emmeline Pankhurst.</p>	<p>Activist timeline</p> <p>P. of Study History 13 Learn about events beyond living memory that are significant nationally or globally.</p> <p>Knowledge Year 2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>Specific knowledge Year 2 The campaigns of activists show important issues of the day. For example, William Wilberforce highlighted Britain's role in the treatment of African slaves and Emmeline Pankhurst highlighted inequality between men and women.</p> <p>Skill Year 2 Sequence significant information in chronological order</p>	<p>Significant People – Emmeline Pankhurst</p> <p>P. Study Breadth History Aims 13 Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Knowledge Year 2 A viewpoint is a person's own opinion or way of thinking about something.</p> <p>Specific knowledge Year 2 A fact is something that is known or true. An opinion is a thought or belief about something.</p> <p>Specific knowledge Year 2 Emmeline Pankhurst stood up for women's rights. She started a group to fight for votes for women. Members of the group were known as the suffragettes.</p>
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<p>describe the impact of a significant historical individual.</p>		<p>Skill Year 2 Describe how an aspect of life has changed over time.</p>	<p>Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual</p>		<p>Skill Year 2 Use historical sources to begin to identify viewpoint.</p> <p>Significant people – Rosa Parks</p> <p>P. of Study History 20 Learn about 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.</p> <p>Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Specific knowledge Year 2 Rosa Parks was arrested when she refused to give up her seat for a white passenger on a bus in Montgomery, USA in 1955. Her arrest started the Montgomery bus boycott, which lasted a year before the segregation rules on buses were changed.</p> <p>Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>
<p>Companion project: Let's explore the world</p> <p>Using an atlas</p> <p>P. of Study Geography 2 Year 2 Location Name and locate the world's seven continents and five oceans.</p> <p>B Year 2 Location Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>B Year 2 Fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries,</p>	<p>Using compass directions</p> <p>P. Study Geography Fieldwork 8 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Knowledge Year 2 The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p>	<p>Using a key with a map</p> <p>P. oStudy Geography Fieldwork 7 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Knowledge Year 2 A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>Specific knowledge Year 2 Maps help people to plan a route from one place</p>	<p>Collecting data</p> <p>P. Study Geography Fieldwork 11 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Knowledge Year 2 Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p> <p>Specific knowledge Year 2 Data is a collection of facts, such as numbers, words, measurements, observations or descriptions. Studying data helps people to answer questions, draw</p>	<p>Locating the equator</p> <p>P. of Study Geography Features 2 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Knowledge Year 2 The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>Skill Year 2 Locate the equator and the North and South Poles on a world map or globe.</p>	<p>Hot, temperate and cold places</p> <p>P. of Study Geography Features 2 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Knowledge Year 2 A weather pattern is a type of weather that is repeated.</p> <p>Specific knowledge Year 2 Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places. South America, Africa and Asia are on the equator. These continents have a hot climate. The North and South Poles are far away from the equator. They have a cold climate. Europe is</p>

<p>continents and oceans studied at this key stage.</p> <p>Knowledge Year 2 An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Year 2 An atlas is a book of maps and charts.</p> <p>Skill(s) Year 2 Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p>	<p>Specific knowledge Year 2 A compass is an instrument that is used for finding a direction.</p> <p>Skill Year 2 Use simple compass directions to describe the location of features or a route on a map</p>	<p>to another and to identify and locate physical and human features.</p> <p>Skill Year 2 Draw or read a range of simple maps that use symbols and a key.</p>	<p>conclusions, make decisions and take action.</p> <p>Skill Year 2 Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p>		<p>in between the equator and the poles. It has a temperate climate.</p> <p>Skill Year 2 Describe simple weather patterns of hot and cold places.</p>
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<p>MUSIC (40 min lessons)</p> <p>Autumn 2 Carnival of the Animals Based around five of the movements from <i>Carnival of the animals</i>, pupils will explore ways that the composer – Camille Saint-Saëns – has used instruments, rhythm, articulation, tempo, and pitch to create pictures of the animals in our imaginations. Composing music inspired by birdsong Many composers have been inspired by birds – their movement, their song and of course, their flight. In this unit, children will begin by watching and listening to birds, and gathering inspiration for their own compositions. They will then learn how to make their birdsong motifs and structure them into a piece.</p>	<p>Learn about <i>Carnival of the animals</i> and listen to 'Aquarium'.</p> <ul style="list-style-type: none"> Find out about the piece of music. Listen to the music identifying instruments, and talk about the character of the music and the kind of animals it represents. Show the character of the music through movement. 	<p>How a composer uses timbre to create character and responding to the music through art.</p> <ul style="list-style-type: none"> Get moving and warmed up with <i>I once saw an elephant</i>. Listen to two movements from <i>Carnival of the animals</i> – 'Fossils' and 'The swan'. Identify how the choices of instruments create character. Respond to the character of the piece through drawing. Listen to an extract from <i>Danse macabre</i>. 	<p>How a composer uses rhythm and articulation to create character and responding to the music through movement</p> <ul style="list-style-type: none"> Get moving and warmed up with <i>I once saw an elephant</i>. Listen to two movements from <i>Carnival of the animals</i> – 'The elephant' and 'Aviary'. Identify how the composer uses rhythm and articulation to create character. Respond to the character of the piece through movement. 	<p>Birds, names, and body percussion.</p> <ul style="list-style-type: none"> Watch and listen to their surroundings, paying particular attention to birdsong. Create short musical motifs using voices and body percussion. Follow a conductor.. 	<p>Exploring birdsong using instruments.</p> <ul style="list-style-type: none"> Invent a short motif using percussion instruments (orchestrating ideas from Lesson 1). Use a number system to create structure. Perform with and without a conductor. Watch and listen to music by Ottorino Respighi and Olivier Messiaen. 	<p>Flight!</p> <ul style="list-style-type: none"> Listen to <i>The lark ascending</i> by Ralph Vaughan Williams. Perform improvised solos over a shimmering accompaniment. Structure different ideas together to make one big piece. Perform your class bird-inspired composition.
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<p>PE (ML)</p> <p>AUTUMN 2</p> <p>Unit 2 – Gymnastics</p> <p>Develop body management through a range of floor exercises Use core strength to link recognised gymnastics elements, e.g., back support and half twist Attempt to use rhythm while performing a sequence</p>	<ol style="list-style-type: none"> 1. Transfer movement pattern to floor, mat and apparatus 2. Work with a partner to copy and create (joining sequences) 3. Introduce relevé walk and front support 	<ol style="list-style-type: none"> 1. Identify which muscles they are using in their core to control movement 2. Copy and repeat arch and dish shapes 3. Work collaboratively to move a hoop along a line of rolling children 	<ol style="list-style-type: none"> 1. With a partner, make as many bridges and tunnels as they can with body control 2. Travel over, under and through your partner's shapes in various ways (sliding, jumping, rolling, etc.) 3. Introduce back support and crab actions 	<ol style="list-style-type: none"> 1. Introduce frog jump and L-sit 2. Play a variety of competitive games using leapfrog jumps 3. Refine leapfrog movements 	<ol style="list-style-type: none"> 1. Demonstrate distance and control in broad jump 2. Accurately replicate pike and use in short sequence 3. Link previous learning to transition elements 	<ol style="list-style-type: none"> 1. Combine all ten elements of the Unit 2 body management in order 2. Refine and develop a routine to ensure it is aesthetically pleasing 3. Perform with rhythm and control
<p>PE (CT)</p> <p>AUTUMN 2</p> <p>OAA</p>	<ol style="list-style-type: none"> 1. Work as part of a team to complete a task 2. Adapt to use equipment in unconventional ways 3. Volunteer your ideas to help the team succeed 	<ol style="list-style-type: none"> 1. Recap handling, ordering and organising speed stack cups 2. Build on searching skills 3. Work to extend coordination 	<ol style="list-style-type: none"> 1. Copy and repeat a simple pattern 2. Compose a small group movement pattern 3. Show confidence in performing in front of others 	<ol style="list-style-type: none"> 1. Explain what the word 'cue' means and use it in a sentence 2. Lead someone who is blindfolded using verbal and tactile cues 3. Be led by someone when blindfolded 	<ol style="list-style-type: none"> 1. Learn beginners competition speed stack 2. Practise and repeat recognising repetition helps us to improve performance 3. Improve accuracy through repetition 	<ol style="list-style-type: none"> 1. Reinforce recognition of symbols 2. Introduce a key 3. Create your own simple equipment map
<p>COMPUTING (New planning to come)</p> <p>Autumn 2</p> <p>Year 1 – Creating media – Digital painting</p> <p>Unit introduction</p> <p>Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p>	<p>To describe what different freehand tools do</p> <ul style="list-style-type: none"> I can make marks on a screen and explain which tools I used I can draw lines on a screen and explain which tools I used I can use the paint tools to draw a picture 	<p>To use the shape tool and the line tools</p> <ul style="list-style-type: none"> I can make marks with the square and line tools I can use the shape and line tools effectively I can use the shape and line tools to recreate the work of an artist 	<p>To make careful choices when painting a digital picture</p> <ul style="list-style-type: none"> I can choose appropriate shapes I can make appropriate colour choices I can create a picture in the style of an artist 	<p>To explain why I chose the tools I used</p> <ul style="list-style-type: none"> I can explain that different paint tools do different jobs I can choose appropriate paint tools and colours to recreate the work of an artist I can say which tools were helpful and why 	<p>To use a computer on my own to paint a picture</p> <ul style="list-style-type: none"> I can make dots of colour on the page I can change the colour and brush sizes I can use dots of colour to create a picture in the style of an artist on my own 	<p>To compare painting a picture on a computer and on paper</p> <ul style="list-style-type: none"> I can explain that pictures can be made in lots of different ways I can spot the differences between painting on a computer and on paper I can say whether I prefer painting using a computer or using paper
<p>RE</p>						

SCIENCE <ul style="list-style-type: none"> • Everyday materials 	Ship building Materials in history (2.8 and 2.9)	Investigating the relationship between boat design and buoyancy. (2.8)	Set up plant box mazes. (2.11)	Making a catapult (2.9)	Making a trebuchet (2.9)	Making plastic from milk (2.9)	Plastic and the environment. (2.9)
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Note: The following lessons are part of the Companion project for Geography. They are to be taught over 1 day in the 7th week.

<p>Sustainability</p> <p>P. of Study Geography Fieldwork 11 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Knowledge Year 2 Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.</p> <p>Specific knowledge Year 2 Sustainability means maintaining the Earth's environment and its natural resources for future generations.</p> <p>Skill Year 2 Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.</p>	<p>Characteristics of the UK</p> <p>P. of Study Geography</p> <p>11 Year 2 Fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>3 Year 2 Fieldwork 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> <p>3 Year 2 Location Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p>	<p>Comparing places</p> <p>P. Study Geography Place 1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Knowledge Year 2 A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</p> <p>Specific knowledge Year 2 There are many similarities and differences between Somalia and England. Similarities include sharing a border with other countries, having four seasons and both having cities and villages. Difference include location, climate, types of seasons, landscape, lifestyle of people and the structure and size of the capital cities.</p> <p>Skill Year 2 Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p>	<p>Use of local, human physical enquiry</p> <p>P. of Study Geography</p> <p>11 Year 2 Fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>4 Year 2 Aims Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Knowledge</p> <p>Year 2 Data can be recorded in different ways, including tables, charts and pictograms.</p> <p>Year 2 Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p> <p>Year 2 The local environment can be improved by picking up litter, planting flowers and improving amenities.</p> <p>Skill(s)</p> <p>Year 2 Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). View progression</p> <p>Year 2 Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. View progression</p> <p>Year 2 Describe ways to improve the local environment</p>
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