**Year Group: 2 Autumn B**

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| **History**  **As historians the children will develop an awareness of events beyond living memory through talking about Remembrance Sunday. They will research and explore facts to understand about the lives of significant individuals in the past including Guy Fawkes.**  **Knowledge**   * Develop an understanding of the key events of the story of Guy Fawkes and his connection to Bonfire Night. * To place events on a simple timeline * To recognise why people did things, why events happened and what happened as a result. * What do we remember on Poppy Day and the importance of Remembrance Sunday? * Why do we wear poppies to remember? * What happens on Remembrance Day?   **Vocabulary**  Guy Fawkes, bonfire, House of Lords, treason, explosion, King James I, November, Gunpowder Plot, commemoration, Catholics, protestants, parliament, traitor, memory, remembrance, World War I, battlefields, peace, two minute silence, memorial.  **Skills**   * Identify ways that the past is represented. * Remember key historical facts. * Ask and answer questions about Guy Fawkes and his connection to Bonfire Night, using their growing historical knowledge. * Communicate their knowledge through discussion, drawing and writing. * Use simple terms to talk about the passage of time | **Geography**  **As geographers the children will develop knowledge about the United Kingdom and the world. They will begin to use geographical skills to enhance their awareness of locations.**  **Knowledge**   * To name, locate and identify characteristics of the four countries, their capitals and surrounding seas. * 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. * Compare weather in the UK, Borneo, North Pole. * To use basic geographical language to refer to physical features of the rainforest and Polar regions. (Linked to Science study)   **Vocabulary**  United Kingdom. England, Scotland, Wales, Northern Ireland, capital city, border, coast, island, London, Belfast, Edinburgh, Cardiff, compare  **Skills**   * Use subject specific vocabulary relating to physical and human geography. * Use world maps, atlases, digital maps and globes to identify countries and continents and describe features. * Asking and answering geographical questions. * Use locational and directional language. | **PE**  **As sports people we will be making up games with a partner that involves aiming, hitting and kicking (Gym) Performing basic gymnastics movements with control and accuracy:**  **Knowledge**   * Link combinations of skills in a game * Improve the coordination, control and consistency of actions * Use and vary simple tactics * Observe, play and improve another person's game. * (Gym) * Explore, develop and perform basic actions * Practice and improve activities * Concentrate on quality and control * Develop simple gym sequences * Evaluate their own and others’ work * Suggest ways to make improvements   **Vocabulary**  Pass, receive, control, accurate, move, observe, improve, create, travel, shape, weight bearing, transfer, stretching, quality, smoothly, curled, arched.  **Skills**   * Improve accuracy of throwing and catching * Move appropriately with and without the ball (apparatus) * Make up a game with point scoring and rules * Make a game up that has a winner * Modify the game if it is too hard/easy * (Gym) * Perform basic skills in gymnastics * Move with control * Be aware of body position * Carry out movements safely * Be critical and observe others’ performances |
| **Music**  **As musicians we want to know and remember**  **Knowledge**  Ho Ho Ho:Unit 2  Finding the pulse  Understanding that songs have musical style  Recognise and name instruments  Vocabulary  Pulse, beat, rhythm, rap, pitch, singers, improvise, perform, tempo, audience, dynamics, keyboard, bass, guitar, percussion, trumpets, saxophones  Skills  Children will listen to and perform songs.  **The children will also be participating in our Christmas performances.** | **Topic:Animals of the World**    **Question driver:How can we look after our planet?**  **Project\ purpose: Write a fact file about endangered animals.**  **Identify ways in which we can prevent global warming, destruction of habitats and pollution of seas/oceans to ensure animals do not become extinct.** | **Design and Technology**  **We will design, make, test and evaluate a moving Christmas train for Santa.**  As citizens of our community and the wider world we want to know and remember   * Mechanisms are the parts that make something work. * Most objects that help us in our lives are made up of different mechanisms. * Wheels and Axles are mechanisms that help things to move. * Wheels are circular objects that roll on the ground, helping vehicles and other objects to easily move. - * Axles are rods that help wheels to rotate. The wheel can either rotate freely on the axle, or be attached to (and turn with) the axle.   **Vocabulary**  **Chassis** -The chassis is the frame or base on which the vehicle is built. A chassis should be strong and rigid enough to hold the vehicle. -The chassis should include axle holders. These are designed so that the axles do not have too much friction against them.  **Axle** -Consider what you will make your axle from. It needs to be strong enough to hold the wheels, and fit freely in the axle holder.  **Wheel** -Consider whether your wheels will be fixed to the axle, or free. -If fixed, they need to be firmly attached. If not, they need a stopper to prevent them from falling off. -Some materials allow the wheel to move more freely on surfaces.  **Chamfer** - Rounding the edges of wooden doweling.  **Skills-Be able to:**  Design, build, test and evaluate a vehicle.  Use tools safely and efficiently e.g. hacksaw, hammer, chamfer to enable doweling to go through wheels.  **Enterprise week**  **Make/bake/decorate gingerbread men to sell.**  **Christmas Activities**  As designers the children will investigate, plan, make and evaluate their own Christmas decorations using the Plan Bee Delightful Decorations unit.  Knowledge   * Explore different decorations * Practise cutting skills * Practise sewing skills * Design a Christmas tree decoration in sequential steps. * Make a Christmas decoration following their own plan. * Evaluate a Christmas decoration and suggest ways to improve their decoration.   **Vocabulary**  Decorations ,attractive, Christmas, bauble, shape, size, colour, material, colours, fabric, thread, knot, needle, button, scissors, safety, edge, zig-zag, wavy, template, practise, stitches, uniform size, successful, product, tools.  **Skills**   * To share and explain opinions * To cut lines and shapes accurately * To sew 2 pieces of material together * To use sewing tools safely and sensibly * Describe steps needed to make their decoration * Work cooperatively with a partner. |
| **PSHCE**  **As citizens of our community we will identify similarities and differences between us, investigate how differences can be a reason people are bullied and develop strategies that allow us to stand up for ourselves and others.**  **Knowledge**   * Accept that everyone is different. * Start to understand that sometimes people make assumptions about boys and girls. * Include others when working or playing. * Know how to help if someone is being bullied. * To understand that sometimes bullying is about difference * Try to solve problems. * To recognise what is right and wrong and know how to look after myself. * Try to use kind words. * To know that it is ok to be different from other people and to be friends with them. * Know how to give and receive compliments. * To tell you some ways I am different from my friends.   **Vocabulary**  Boys, girls, similarities, assumptions ,shield, stereotypes, special, bully, purpose, difference, kind, unkind,feelings, sad, lonely, happy, stand up for, help, male, female, diversity, fairness, kindness, friends, unique, value  **Skills**   * To be able to calm their minds ready to learn. * To explore ideas using different scenarios. * To explain own thoughts and ideas. * To share ideas with partner, group or class. * To brainstorm ideas on whiteboards. * To apply the lesson content to personal situations. * To develop a reflective approach. | **RE**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge and Understanding -** To develop their knowledge, understanding and vocabulary about a different range of religious and non-religious world views.  **How and why is light important to Christians?**  Symbolism of light and dark.  How the star is followed to find Jesus.  Christingle  Significance of lighting a candle  **Critical Thinking -** To gain and use skills that enable critical thinking and enquiry in relation to the materials that they study.  **Personal Reflection** - To examine the significance of their learning in relation to themselves and others. It offers an opportunity to explore their own beliefs, ideas, feelings, experiences and encourages empathy and respect for others.  **Vocabulary**  **Symbolism, Christingle, Christian,** |
| **Maths**  **As mathematicians we want to know and remember**  **Knowledge**   * Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. * Add/subtract numbers confidently including those that cross 10s boundary. * Solve ½ step word problems using addition and subtraction. * Confidently use >, < and =to compare numbers.   **Vocabulary:** part, whole and part-whole h add, added, plus, total, altogether, sum (+), calculation h count, count on, count back, left h subtract, take away, difference, minus (–) h 1s, 10s, 10 more, 10 less, place value, column, 1-digit number, 2-digit number h number sentence, number bonds, known fact, fact family, multiple, exchange, compare, greater than, less than, more, less, >, <, regroup, represent, difference h ones (1s), tens (10s), 10 more, 10 less, place value, column,  We want to practise how to  Skills   * Addition/subtraction unit 1   Learn number bonds and consider which facts they need to learn off by heart.   * Use their knowledge of number bonds to learn complements of 100; 10 + 90, 20 + 80, 30 + 70, and so on. * Add and subtract 1s to or from a 2-digit number without exchanging, using number bonds to help them. * Add two single-digit numbers that total more than 10, by breaking one number into two parts to bridge the 10. * Add three numbers presented in a variety of ways, including concrete and pictorial representations. They will select the most appropriate resource to help them and rearrange the numbers to add efficiently. * Add 2-digit and 1-digit numbers together, with the focus on bridging 10. They will represent this using ten frames and jumps on a number line. * Subtract by crossing 10. The range stays within 20, so the subtractions cross the 10 barrier. * Subtract from 2-digit numbers more flexibly, by subtracting from a given multiple of 10. * **Addition/subtraction unit 2** * find 10 more and 10 less than a number and notice which digit changes during this process. * add two 2-digit numbers by adding the 10s and the 1s separately, and then recombining. * subtract a 2-digit number from a 2-digit number by counting back in 10s, and then counting back in 1s. * o subtract 2-digit numbers with calculations that include crossing 10s. * compare quantities of objects to find the difference and represent this on a number line or bar model. * recognise that two calculations can be compared using the symbols =, < and >. * represent word problems using single bar models. They will use the words ‘part’ and ‘whole’ to help them identify whether the calculation is addition or subtraction. * represent word problems, including two-step problems, using single and comparison bar models. They will use the words ‘part’ and ‘whole’ to help them identify whether the calculations are addition or subtraction. | **Science**  As scientists we will find out more about animals, their habitats, adaptations and which animals are endangered and why. We will also be researching ways to improve and help the environment and investigate scientists that work in the field.  **Knowledge**   * To identify/name animals that live in different habitats and describe how they have adapted to survive. * To understand the key features of a food chain e.g. producer, consumer, predator and prey. * Identify which animals are under threat e.g. Orangutans, penguins, polar bears, tigers. * Understand extinction. * Understand why we recycle and how pollution occurs. * Investigate climates in cold/hot regions and how these impact on the animals living there. * Identify scientists that work in the fiel**d.**   **Vocabulary**  Habitat, characteristics, features, survival, needs, adaptation, producer, consumer, predator, prey, recycle, environment, pollution, melting, warmth, regions, hot, cold.  **We want to practise how to**  **Skills**   * Group animals according to features/adaptations. * Complete food chains for various habitats. * Identify animals and what they need for survival and explain adaptations they have. * Use methods used by scientists in the field to demonstrate the effects of global warming/pollution on habitats and creatures living there. * Group materials according to recycling * Explain the process of recycling | **Literacy**  **As citizens of our community and the wider world we want to know and remember**  **Orangutan Fact File**  **Knowledge**   * The key features of a fact file. * Sentence openers used in facts files. * Learn how to use question marks and homophones their, there and they’re. * Orangutans- Research key facts for writing a fact file. * The impact deforestation has on Orangutans.   **Vocabulary:** fact file, sentence stems e.g.  homophones, question marks,  **We want to practise how to (do)**  **Skills**   * Read a model text and identify its key features. * Act out our model text using Talk for Writing actions. * Write our own fact file on an animal of our choice using key features.   **The Gingerbread Man**  **Knowledge**   * The key features of a traditional tale. * Learn how to use speech marks. * Understand how a character’s viewpoint may be different from that of other characters in a traditional tale. * Make links to our prior knowledge of other traditional tales. * Know how to use language to create suspense. * Learn how to describe a scene/setting.   **Vocabulary**- traditional tale, once upon a time. happily ever after, speech marks, viewpoint, setting, suspense, prior knowledge,  **We want to practise how to (do)**  **Skills**   * Read a model text and identify its key features. * Act out our model text using Talk for Writing actions. * Use speech marks to show when a character is speaking. * Create a setting/scene using descriptive vocabulary (noun phrases). * Create suspense through vocabulary choices. * Write our own traditional tale based on the Gingerbread man from a different viewpoint/setting. |
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| **The strategies to support our most vulnerable learners are- pre teaching of key vocabulary, differentiation in tasks given,** | | |