**Year Group: 2 Autumn A**

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| **History**  **As historians we want to know and remember**  An important local historical event beyond living memory. We will use a variety of sources to study the life of Grace Darling in order to understand the time period in which she lived and why she is still remembered today.  **Knowledge**   * Retell the main episodes of Grace’s story in sequence. * Understand why Grace’s actions were seen as heroic. * Understand how sea rescue improved after Grace’s heroic act. * Have a feel for life 180 years ago.     **Vocabulary**  19th century, year, decade, 1837, storm, rescue, memorial, legacy Queen Victoria, artefact, evidence, survivor, lighthouse, row, Who?, When?, What?, Why?, Where?, heroine, newspaper, historians, RNLI,  **Skills**   * To use common words and phrases relating to the passing of time. * To use different sources of evidence to make inferences. * Ask and answer questions related to Grace’s life. * Make comparisons over time. * Identify the different ways in which the past is represented. * Making comparisons over time. * Have a feel for life 180 years ago. | **Geography**  **As geographers the children will:**  Develop a curiosity and fascination about the world and its people.We will develop our knowledge of the physical and human features of the UK/local area.  **Knowledge**   * Year 1 revision UK countries,capitals and seas. * To describe the physical and human features in the local environment. * To develop a sense of place in relation to home and school. * To identify the uses of land and buildings in the local environment. * To understand the part that people play in developing and changing the area.   **Vocabulary**  Key physical features: landmarks, beach, cliff, coast, hill, sea, river, forest, mountain, ocean, soil, valley, vegetation, season, weather.  Key human features: city, town, village, factory, farm, house,office, port, harbour, shop  **Skills**   * To locate the North East, Whitley Bay and Monkseaton on a UK map. * To use simple compass directions and locational language to describe features and routes. * Use ariel photographs to recognise landmarks and basic human and physical features. * To use Uk maps to describe routes. * To devise a simple map. | **Art and Design**  **As artists the children will:**  Develop their art and design skills and explore the formal elements of art.  They will learn about different artists and the different types of art they produce and what is special about it. Children will create their own pieces of art in the style of a particular artist.  **Knowledge**   * Study the work of - Nancy McCroskey * Understand that tone means the lightness or darkness of something.. * Experience drawing for pleasure. * Describe choices and preferences using the language of art. * Know how to create a 3D drawing using pencils and colour. * Study the work of -Ed Ruscha * Mix, apply and refine colour mixing for purpose using wet and dry media.   **Vocabulary**  Tone, design, objects, shading, shape, lighter tone, heavier tone, control, sketch, composition, features, paint, draw, rub out, 3D, planets, Mercury, Venus, Earth, Mars, Saturn, Uranus, Jupiter, Neptune, Pluto  **Skills**   * Use sketchbooks to record thoughts and ideas and to experiment with materials. * Experiment with pencils to create tone. * Use tone to create form when drawing. * Hold drawing tools in different ways to create a variety of tones. * Use artist sources to develop their own original artwork. * Break down objects into simple shapes to draw them. * Use pastels and chalks to depict tones. * Describe their colour selections. * Suggest ways to improve their own work. |
| **Music**  **As musicians we want to know and remember**  **Knowledge**  **Hands Feet Heart:Year 2 Unit 1**   * Find a pulse in a song * Clap rhythms * Singing in groups * Recognise instruments they hear * Play instruments parts * Improvise * Compose * Perform and share   **Vocabulary**  **Keyboard, drums, bass, electric guitar, saxophone, trumpet, rhythm,pitch,improvise,compose,perform, audience,question and answer,melody, dynamics,tempo**  **Skills** | **Topic: Grace Darling**  **Question driver: Who was Grace Darling and what is she famous for?**  **Project\ purpose:**  **Seesaw Presentation/Assembly for parents** | **PE**  **As sports people we want to know and remember**  **Knowledge**   * To throw catch and bounce in different ways * To choose and apply skills to make up games * To describe their game to someone else   **Vocabulary**  **Move, control, accuracy, throw, receive, bounce, height.**  **We want to practice how to (do)**  **Skills**   * Control the ball in a number of ways * Catch the ball from different heights * Throw and pass the ball accurately. |
| **PSHCE**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge**   * **I can identify some of my hopes and fears for this year.** * **I understand the rights and responsibilities for being a member of my class and school.** * **I understand the rights and responsibilities for being a member of my class.** * **I can listen to other people and contribute my own ideas about rewards and** * **consequences.** * **I understand how following the Learning Charter will help me and others learn.** * **I can recognise the choices I make and understand the consequences.**   **Vocabulary**  **Hopes, fears, worries, responsibilities, rewards, consequences.**  **We want to practice how to (do)**  **Skills** | **RE**  **As citizens of our community and the wider world we want to know and understand about Judaism and how and why light is important to Christians.**  **Knowledge**  **The Torah**  **Rules and Laws**  **The 10 Commandments**  **Shabbat**  **Creation Story**  **Special Clothes**  **The Synagogue**  **Hanukkah**  **Symbols of light and dark**  **Christingle**  **Significance of lighting a candle**  **Vocabulary**  **We want to practice how to (do)**  **Skills** | **ICT**  **We will use technology purposefully to create, organise, manipulate, store and retrieve digital content. We will recognise common uses of information technology beyond school.**  **Knowledge**   * Understand and use Caps Lock and Shift keys * To apply simple formatting to text. * To import images into a document * Use speech bubbles, thought bubbles and text boxes * Combine images and text * To design own layout for a document * To use a spell checker * To compare 2 pieces of software   **Vocabulary**  control, information, technology, format, online, search, input, multimedia, software, World Wide Web, Web Browser  **We want to practice how to (do)**  **Skills**   * To use 2 hands for typing * To use keyboard shortcuts to work more efficiently |
| **Maths**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge**   * Counting objects to 100 * count in multiples of 2s, 5s and 10s * Recognise the place value of each digit in a 2-digit number (10s, 1s) * Compare and order numbers from 0 up to 100; use <, > and = signs * Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s * Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward * Adding and subtracting 1s, 10s * Adding a 2-digit and 1-digit number (1) * Subtracting a 2-digit number from another 2-digit number * Adding three 1-digit numbers   **Vocabulary**  tens , ones, place value, more, less, addition, subtraction, greater, fewer,bonds,facts, partition, whole, part.  **We want to practice how to (do)**  **Skills** | **Science**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge**   * To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes. * To compare the differences between things that are living, dead and have never been alive. * To suggest answers to questions by explaining how they know something is living, dead or has never been alive.   **Vocabulary**  Life process, living, non-living, dead, never alive, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition.  **We want to practice how to (do)**  **Skills**   * Thinking skills - about what makes things living. * Suggesting reasons and justifying choices. * Making links between knowledge of living and non living. * Categorise objects/items. | **Literacy**  **As citizens of our community and the wider world the children will:**  Develop our writing and fluent speaking in order to communicate our ideas and emotions to others. Through reading and listening others will be able to communicate with us.  **Knowledge**  **Speaking and Listening**  **Reading**   * Daily phonics -differentiated groups * Guided Reading * Opportunities to read in foundation subjects. * Home School reading * Reading for Pleasure * Books to share * Designated class story time   **Writing**   * Talk for Writing-The Lighthouse Keeper’s Lunch - Beating the baddie tale   **Vocabulary**  Opening, build up, dilemma, resolution, ending  **Skills**   * To develop speaking and listening skills * To extend vocabulary and apply to written work. * To develop reading fluency |
| **We will involve our families in our learning by-** | | |
| **The strategies to support our most vulnerable learners are** | | |