**Year Group: 2 Autumn B**

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| **History**  **As historians the children will develop an awareness of events beyond living memory and understand about the lives of significant individuals in the past.**  **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 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 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. | **Art and Design**  **As artists we want to know and remember**  **Knowledge**  **poppies**  **Vocabulary**  **We want to practice how to (do)**  **Skills**  Use sketchbooks to record thoughts and ideas and to experiment with materials. |
| **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 songs** | **Topic:**  **Question driver:**  **Project\ purpose:** | **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 |
| **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**  **Vocabulary**  **We want to practice how to (do)**  **Skills** | **Design and Technology**  **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. |
| **Maths**  **As mathematicians we want to know and remember**  **Knowledge**   * **Money:** * **Counting money – coins and notes** * **Recognise and use signs for pounds (£) and pence (p);** * **Combine amounts** * **Recognise and know the value of dierent denominations** * **Showing equal amounts of money** * **Find different combinations of coins that equal the same amounts of money** * **Comparing amounts of money** * **Solve simple problems** * **Giving change** * **Solving two step word problems**   **Multiplication and division**   * **Making equal groups** * **Solve one-step problems** * **Multiplication as equal groups** * **Adding equal groups** * **Multiplication sentences** * **Using arrays** * **2, 5, 10 times-table** * **Solving word problems**   **Vocabulary**  **Coins, notes, denominations, spend, change, left over, cost, value, gold, silver, bronze, worth,combine, equal, arrays, repeated addition, recall, calculate, odd, even, multiplication, division, facts.**  **We want to practice how to**  **Skills**   * **Count and handle coins** * **Use a number line accurately** * **Recognise the value of coins** * **Use money in addition and subtraction questions** * **Find change** * **Make groups as arrays** * **Find different ways of making arrays** * **Make equal groups** * **Make unequal groups** * **Make links with groups and times tables** * **Recall times tables.** | **Science**  **As scientists we will find out more about animals and their habitats, and which animals are endangered and why. We will also be researching ways to improve and help the environment.**  **Knowledge**   * **To match, sort and group young animals and their adults.** * **To find out how animals change as they grow into adults.** * **To research and describe what animals, including humans, need to survive.** * **Identify which animals are under threat** * **Understand extinction** * **Why do we recycle/pollution** * **Investigate climates in cold regions** * **Carry out investigations into melting ice**   **Vocabulary**  **Adult, develop, offspring, young, growth, life cycle, characteristics, features, survival, needs, adaptation, recycle, environment, pollution, melting, warmth, regions, hot, cold.**  **We want to practice how to**  **Skills**   * **Group animals according to features** * **Explain the life cycle of a human and animal** * **Identify what they need for survival** * **Group materials according to recycling** * **Explain the process of recycling** * **Write up a scientific experiment** * **Make predictions about melting** * **Fair testing** * **Changing variables** * **Drawing conclusions based on results** | **Literacy**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge**  **Vocabulary**  **We want to practice how to (do)**  **Skills** |
| **We will involve our families in our learning by** | | |
| **The strategies to support our most vulnerable learners are** | | |