

Year 2 Unit of Learning – Autumn term – **Whole School project - BANKSY**

<p style="text-align: center;">Values</p> <p>Autumn 1</p> <p>Responsibility: Responsibility is being fair; doing my share of the work and taking care of myself and others.</p> <p>Respect: due regard for the feelings, wishes, or rights of others.</p> <p>Autumn 2</p> <p>Peace: Peace is when we get along; having positive thoughts for myself and others and it begins within each one of us.</p> <p>Tolerance: Tolerance is accepting myself and others, knowing we are all different and being understanding and open-minded</p>	<p style="text-align: center;">Central Idea</p> <p>Different animals have unique characteristics that enable them to interact with their environment. Animals need plants to survive.</p> <p style="text-align: center;"><u>Planet Earth</u></p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is a habitat?</p> <p style="text-align: center;">How do animals and humans adapt to survive (unique characteristics)?</p> <p style="text-align: center;">How are animals similar or different to each other? How can animals be grouped? What do animals need to survive?</p>	
<p style="text-align: center;">Computing</p> <p><u>Coding</u></p> <p>I can create a simple algorithm. I can recognise errors within a simple algorithm. I can begin to debug an algorithm. I recognise that coding uses different languages for different programs.</p> <p><u>Digital Learning and Online Safety</u></p> <p>I can use technology safely and respectfully, keeping personal information private. I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p>	<p style="text-align: center;">Whole School Text: BANKSY Children's Rights</p> <p>The Bear and the Piano, Mr Big, Dr Seuss (Poetry), nocturnal animals, mixed up animals (non-fiction), Mog time treasury, The Giraffe and the Pelly and Me</p> <p style="text-align: center;">Suggested visit: Prince Phillip Maritime Collection Centre – raised bed</p> <p>Zoo, Mudchute Farm</p> <p>Environmental centre</p>	<p style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p>Hinduism 1, Hindu Worship Unit 2</p> <p>Key Questions</p> <p>What is the importance of families in Hinduism? Why are honesty and truthfulness important in Hinduism? How do Hindus pray at home and in the Temple?</p> <p>Key Concepts The Hindu Home</p>	<p style="text-align: center;">RHE Link to Values</p> <p>Autumn 1</p> <p>Relationships Friendship; feeling lonely; managing arguments</p> <p>Key Question: What makes a good friend?</p> <ul style="list-style-type: none"> • Respect for self and others <ul style="list-style-type: none"> - Identify and respect the differences and similarities between people. - Celebrating and recognise strengths

<p>To explore a range of technology in different contexts with adult guidance.</p> <p>To use age appropriate technology safely, knowing where to go for help if it is needed</p>		<p>Respect for all people and living things, the importance of caring for others, importance of honesty and truthfulness love and loyalty between member of the extended family</p>	<p>and setting goals.</p> <ul style="list-style-type: none">• how people behave when they are being friendly and what makes a good friend<ul style="list-style-type: none">- how to make friends with others
--	--	---	--

Geography

Locational knowledge - The United Kingdom

I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas – **Finn MacCull, longest station, Lake Loch Neague.**

Human and physical geography

I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop

Geographical skills and field work

I can use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key
I can devise a simple map and use and construct basic symbols in a key.

I can use information and my own observations to help me ask and answer questions and express my views about places and environments.

I can use globes and maps and plans.

Human and physical geography - Seasons

I can 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

I recognise differences between the elements.

I can identify seasonal and daily weather patterns

I can draw pictures of my findings.

Writing Genres

Coverage across the year:

Fiction

Narrative – traditional, real life and extended writing (adventure)

Poetry – Nonsense, patterns on the page

Descriptive/observational poetry

Play scripts

Comic strips - speech

Non-Fiction

Explantations

Information text

Instructions

Non- chronological reports

value of the relationship between brother and sister and the Festival of Raksha Bandhan, worship at home – the home shrine, Namaste - symbol of respect and greeting

The Hindu Mandir

worship in a Mandir, the role of the Hindu priest, the role of divine images, Prashad (food offered, blessed and served after prayer)

Autumn 2

Religious Education Greenwich

Windows on Faith

Christianity – A Local Church Unit 4

Key Questions

What happens in a Christian place of worship?

How does a place of worship help Christians to remember their beliefs about Jesus?

How do Christians try to follow Jesus' example?

Key Concepts

Most Christians keep Sunday as a special day

There are many places where Christians worship together, read the Bible, sing and pray one or more times weekly

- how to recognise when they feel lonely and what they could do about it
- how to resolve arguments that can occur in friendships
 - how to ask for help if a friendship is making them unhappy
- How to learn from experiences.

No Outsiders 2,1

Key learning – To welcome different people

Suggested Text: Can I join your club? By John Kelly and Steph Laberis

Autumn 2

Relationships

Behaviour; bullying; words and actions; respect for others

Key Question: What is bullying?

- People and other living things have rights and that everyone has responsibilities to protect those rights.
- Sharing opinions and explaining views. Recognising what is fair and unfair, kind and unkind, right and wrong. To offer constructive

		<p>Leaders of the service and community e.g. priests, ministers, elders</p> <p>Objects and symbols in buildings</p> <p>Important ceremonies e.g. welcoming/ dedication/ infant baptisms</p> <p>Christians try to follow the example of Jesus by caring for others, e.g. the elderly and those less fortunate, for example at Harvest, through charities</p>	<p>support and feedback</p> <ul style="list-style-type: none"> - how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe <ul style="list-style-type: none"> - To judge what physical contact is acceptable and what is not. • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable . <ul style="list-style-type: none"> - Understand that feelings as well as bodies can be hurt. - how to respond if this happens in different situations - how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so <p>No Outsiders 2.2</p>
--	--	---	--

Art – Printing, Digital Media

Recognise patterns in the environment.
Understand that art work can be enlarged or reduced: that scale can be altered for purpose.

PRINTING/ DIGITAL MEDIA- Understand that rubbings and prints can be taken from a range of different surfaces – including rocks and fossils.

Understand that art can be made using electronic devices like ipads

Develop techniques - simple papercut printing- drawing, cutting, arranging, sticking and layering.

Make prints using a variety of media such as wax crayons and monotone prints using soft leads or comte/ charcoal.

Can enlarge, reduce and crop images.

I can use a range of materials to design and make products
I can use drawing, painting and sculpture to share my ideas, experiences and imagination

I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D

I know about the work of a range of artists, craftsmen and designers

I can describe the differences and similarities between different practices and disciplines, and make links to my own work.

Key learning – To have self-confidence

Suggested Text: Hot to be a lion by Ed Vera

PE

Fundamental Movement skills/ Games

Movement/Agility

Demonstrate how to move in different directions and speeds safely showing spacial awareness. Apply agility, balance and coordination to activities and games.

Demonstrate how to move in different ways with balance whilst running, hopping, galloping, skipping, leaping side stepping and swerving.

Demonstrate agility, coordination and balance applying these to a range of active scenarios/games.

Ball skills

Link body parts together with coordination in order to effectively send an object when throwing, rolling or striking.

Move body in correct positions to judge the flight of a moving object ready to receive it. Develop hand eye coordination when catching and stopping.

OOA/ teambuilding

Cognitive

Demonstrate basic rules and regulations in simple games – and show understanding of markings on a pitch/court.

Identify the principles of defence and attack in game based scenarios.

Watch and comment on how others are moving- commenting on what was good and what could be improved.

Social

Children demonstrate how to share and take turns showing kindness, respect and cooperation with others.

Identify social skills needed to communicate and work with effectively in pairs or groups.

Engage with emotional skills needed to win and lose.

Reflecting on how they have reacted.

Health

Recognise why it's important to be active and identify the benefits of physical activity.

FRENCH

Colours and Animaux

To be introduced to words and phrases.

To begin to use oral French.

To promote a love of learning languages.

Numbers to 20

To be introduced to words and phrases.

To begin to use oral French.

To promote a love of learning languages.

Music

Musical elements

- To understand tempo.
- To understand how volume is used and controlled eg. Playing or singing louder or quieter.
- Start to understand the musical terms for quiet (p) and loud (f)
- To create an artistic response to music (cross curricular Art)
- To use music to influence setting a scene for a story. Cross curricular Literacy.
- To be able to link emotions to music.
- To further develop understanding more complex rhythms eg. How rhythm and pulse interact
- To understand how rhythm brings different texture to music.
- To recognise changes in a piece of music eg. Does it get faster, louder, slower?
To be able to comment on a mood of a piece of music

Performance

- To apply the 4 count.
- To understand how volume is used and controlled eg. Playing or singing louder or quieter.
- To recall more complex lyrics and melody.
- To sing songs with a wider range of pitches
- To recall songs specific to school performance and celebrations eg. The Nativity, God Save the Queen for Victorian Day
- To perform with increasing confidence and awareness of musical changes.
- To understand the role of facial expressions in successful performance for example class assembly.
- To recognise how to perform different songs eg. Lullabies are soft
To attempt more challenging repertoire including two part singing and rounds eg. London's burning

Identify why you need to warm up before any physical activity.

Explore the effects of exercise on our bodies.

Autumn 2

PE

Fundamental Movement Skills

Movement/Agility

Demonstrate how to move in different directions and speeds safely showing spacial awareness. Apply agility, balance and coordination to activities and games.

Demonstrate how to move in different ways with balance whilst running, hopping, galloping, skipping, leaping side stepping and swerving.

Demonstrate agility, coordination and balance applying these to a range of active scenarios/games.

Ball skills

Link body parts together with coordination in order to effectively send an object when throwing, rolling or striking.

Move body in correct positions to judge the flight of a moving object ready to receive it. Develop hand eye coordination when catching and stopping.

Throw, catch and bounce with control, when standing still or on the move.

Send and receive with consistency, co-ordination and control using a variety of equipment.

Science Skills

Working Scientifically

I can ask simple questions
I can observe closely, using simple

Science

Yr 2 All living things and their habitats

I can explore and compare the differences between things that are living, dead, and things that have never been alive.
I can identify that most living things live in habitats to which they are suited

History– National traditions

I can use common words and phrases relating to the passing of time.

I know about significant historical events, people and places in my own locality.

DT - Textiles

Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining, finishing)

Select from and use a wide range of materials and components, including

equipment e.g. a hand lens,
I can perform simple tests
I can identify and classify
I can use my observations and ideas to suggest answers to questions
I can gather and record data to help in answering questions

I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
I can identify and name a variety of plants and animals in their habitats, including micro-habitats
I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain,
I can construct a simple food chain e.g. grass, cow, human
I can identify and name different sources of food.

Yr. 2 Animals including humans

I can find out about and describe the basic needs of animals and humans for survival – water food and air

I can describe the importance for humans to exercise, eat the right amounts of different types of food and good hygiene

(Look at food groups for humans and need for exercise.

Investigate what might happen without water food air – possibly with a simple plant – what are the effects?)

I know about events beyond living memory that are significant nationally or globally [for example, Guy Fawkes, bonfire night, the first aeroplane flight or **events commemorated through festivals or anniversaries**]

I know the difference between past and present

I answer questions about events using 'before' and 'after' to describe events.

I know facts and understand events important to myself and my family/friends.

construction material and, textiles, according to their characteristics.

Explore and evaluate a range of existing products. Evaluate ideas and products against design criteria.

Year 2 Unit of Learning – Spring 1 - **Whole school trip - PPMCC**

Values

Resilience: Resilience is strength, being able to overcome difficulties, and adapt to new situations.

Honesty: Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others.

Central Idea

The earth's natural elements affect people in different ways.

Fire!

Guiding Questions

- What are the different elements?
- How do the elements impact on life?
- What use is fire in today's society?

Computing

Coding

- I can create a simple algorithm.
- I can recognise errors within a simple algorithm.
- I can begin to debug an algorithm.
- I recognise that coding uses different languages for different programs.

Digital Learning and Online Safety

- I can use technology safely and respectfully, keeping personal information private.
- I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- To explore a range of technology in different contexts with adult guidance.
- To use age appropriate technology safely, knowing where to go for help if it is needed

Core Texts:

- Traction Man
- Fantastic Mr Fox
- The Twits
- The Dunderheads
- Nativity story
- Suggested visit:**
- A Christmas Journey – local church
- Prince Phillip maritime Museum

Writing Genres

- Coverage across the year:
- Fiction**
- Narrative – traditional, real life and extended writing (adventure)

RE

Celebrations- Unit -

Key Questions

- How are special occasions celebrated?
- What is it like to share a celebration?
- What is a religious festival?
- How do religious believers celebrate the meaning of a festival?
- What have we learnt about festivals?

Beliefs

In this unit pupils are given the opportunity to learn about the beliefs of two religions, Christianity and Judaism, through a focus on celebrations and festivals. They will learn the meaning of the festivals for believers, the way in which the festival is celebrated around the

RHE

Values

**Living in the wider world
People and jobs; money;
role of the Internet**

Key Question: What jobs do people do?

- How they belong to groups and communities.
- how jobs help people earn money to pay for things they need and want
- about a range of different jobs, including those done by people they know or people who work in their community
- how people have different strengths and interests that enable them to

	<p>Poetry – Nonsense, patterns on the page</p> <p>Descriptive/observational poetry</p> <p>Play scripts</p> <p>Non-Fiction</p> <p>Explanations</p> <p>Information text</p> <p>Instructions</p> <p>Non- chronological reports</p>	<p>world, and what pupils may learn about their own lives and communities from it</p>	<ul style="list-style-type: none"> do different jobs how people use the internet and digital devices in their jobs and everyday life <p>No Outsiders 2.3</p> <p>Key learning – To understand what diversity is</p> <p>Suggested Text: The Great Bog Book of Families by Mark Hoffman and Ros Asquith</p>
<p style="text-align: center;">PE</p> <p style="text-align: center;">Gymnastics</p> <p>Shapes</p> <p>Children can perform basic static gymnastic shapes such as the star, pencil, tuck, pike, straddle and dish. Showing tension and control, explore using these shapes in balances, jumps and travels.</p> <p>Traveling</p> <p>Explore different ways of traveling varying height, direction and speed safely. Consolidate previous rolls and introduce teddy roll.</p> <p>Jumping</p> <p>Demonstrate different ways of jumping such as leaps, hops and 2 footed jumps. Be able to control their landing from the floor and from apparatus. Show clear shapes and turns during the inflight phase.</p> <p>Balances</p> <p>Explore balances using different body contact points showing tension and control whilst balancing. Develop both static and dynamic balances by combing balances with traveling.</p> <p>Linking movements</p> <p>Start to explore how to creatively link, copy and repeat basic gymnastic movements through shapes, jumps, balances and travel. Perform to peers.</p> <p style="text-align: center;">Movement (dance)</p>	<p style="text-align: center;">FRENCH</p> <p style="text-align: center;">Food</p> <p>To be introduced to words and phrases.</p> <p>To begin to use oral French.</p> <p>To promote a love of learning languages.</p>	<p style="text-align: center;">Music History</p> <ul style="list-style-type: none"> To create an artistic response to music (cross curricular Art) To use music to influence setting a scene for a story. Cross curricular Literacy. To be able to link emotions to music. To recognise male/female voice To recognise changes in a piece of music eg. Does it get faster, louder, slower? <p>To be able to comment on a mood of a piece of music</p>	

Body:

Develop movement ideas and respond imaginatively to a range of stimuli with control.

Develop and repeat a range of body actions and movements with coordination.

Explore, remember, repeat and link a range of body actions & movement patterns with coordination.

Action:

Compose, practice & repeat own movement phrases with a beginning, middle & end.

Create, repeat & perform short dances, including those from different times and cultures.

Space:

Explore, remember, repeat and link a range of body actions & movement patterns with coordination.

Time:

Respond to varying rhythm and music by means of movement including a change of tempo.

Understanding the meaning of stillness and how it is applicable in dance.

Social

Perform movement phrases using a range of body actions and body parts in a group.

Discuss and share movement ideas and actions.

Cognitive

Evaluate their movement phrases using dance vocabulary & say why they like a performance.

Discuss different stimuli & explore ideas, moods & feelings to extend movement phrases.

Health

Understand the need for warm up and cool down.

Discuss how dance can be used to express emotion.

<p>Science Skills</p> <p>Working Scientifically I can ask simple questions and recognise that they can be answered in different ways I can observe closely, using simple equipment I can perform simple tests I can identify and classify I can use my observations and ideas to suggest answers to questions I can gather and record data to help in answering questions <i>Children should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Children might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places</i></p>	<p>Science</p> <p>Year 2 Everyday Materials – changing materials states</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>I can distinguish between an object and the material from which it is made</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock – also brick, paper, fabrics, elastic, foil</p> <p>I can describe the simple physical properties of a variety of everyday materials</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>History– FIRE!</p> <p>I know about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><i>I can use common words and phrases relating to the passing of time. I can place events, objects and people in the correct time order I can identify similarities and differences between ways of life in different periods. I can ask and answer questions about the past using pictures and stories</i></p>	<p>DT– Structures</p> <p>Know how to build a structure and can find some methods to make it stronger, stiffer or more stable.</p> <p>DT– Food</p> <p>Know how to combine ingredients to make a healthy meal/ snack or shake. To follow a recipe</p> <p>Design I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria</p> <p>Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>
--	--	---	---

Year 2 Unit of Learning – Spring 2

<p style="text-align: center;">Values</p> <p>Kindness: the quality of being friendly, generous, and considerate.</p> <p>Forgiveness: Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment</p>	<p style="text-align: center;">Central Idea</p> <p>Imagination is a powerful tool for extending our ability to think, create and express ourselves.</p> <p style="text-align: center;"><u>Heroes and Villains</u></p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is imagination?</p> <p style="text-align: center;">How do people use their imagination?</p> <p style="text-align: center;">What is a villain? What makes a hero? Do you know any real life heroes?</p>	
<p style="text-align: center;">Computing</p> <p><u>Digital Learning and Online Safety</u></p> <p>I can use technology safely and respectfully, keeping personal information private.</p> <p>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>To explore a range of technology in different contexts with adult guidance.</p> <p>To use age appropriate technology safely, knowing where to go for help if it is needed</p>	<p style="text-align: center;">Suggested Texts:</p> <p>Traction Man, Fantastic Mr Fox, The Twits, The Dunderheads</p> <p style="text-align: center;">Suggested visits:</p> <p style="text-align: center;">Local Church</p> <p style="text-align: center;">Theatre/cinema</p> <p style="text-align: center;">Royal Naval College - Myths and Masks</p>	<p style="text-align: center;">Religious Education Greenwich</p> <p style="text-align: center;">Windows on Faith</p> <p>Christianity 1 Unit 2- Jesus the Teacher</p> <p>Key Questions</p> <p>What values do Christians believe</p> <p>Jesus taught? How do Christians believe Jesus taught them these values?</p> <p>Beliefs</p> <p>Jesus' teaching and life give Christians the perfect example, there are stories about Jesus which develop Christian values: Zacchaeus</p> <p>Jesus told stories about forgiveness and love: The Lost Son, The Good Samaritan</p>	<p style="text-align: center;">RHE</p> <p style="text-align: center;">Link to Values</p> <p>Health and wellbeing</p> <p>Keeping safe; recognising risk; rules</p> <p>Key Question: What helps us to stay safe?</p> <ul style="list-style-type: none"> how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) <ul style="list-style-type: none"> That household products, including medicines, can be harmful if not used properly. how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments,
<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Narrative – traditional, real life and extended writing (adventure)</p>			

	<p>Poetry – Nonsense, patterns on the page Descriptive/observational poetry Play scripts</p> <p>Non-Fiction Explanations Information text Instructions Non- chronological reports</p>	<p>Jesus taught the two greatest Commandments are 'Love God' and 'Love your neighbour' The Bible is a special book: Christians read it to learn about Jesus</p>	<p>including online) and take steps to avoid or remove themselves from them</p> <ul style="list-style-type: none"> - how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy and to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. <ul style="list-style-type: none"> - how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them <ul style="list-style-type: none"> - About the 'special people' who work in their
--	--	--	--

community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

No Outsiders 2.4
Key learning – To think about what makes a good friend
Suggested Text: Amazing by Steve Antony

PE
Movement (dance)

Body:

Develop movement ideas and respond imaginatively to a range of stimuli with control.

Develop and repeat a range of body actions and movements with coordination.

Explore, remember, repeat and link a range of body actions & movement patterns with coordination.

Action:

Compose, practice & repeat own movement phrases with a beginning, middle & end.

Create, repeat & perform short dances, including those from different times and cultures.

Space:

Explore, remember, repeat and link a range of body actions & movement patterns with coordination.

Time:

Respond to varying rhythm and music by means of movement including a change of tempo.

Understanding the meaning of stillness and how it is applicable in dance.

Social

Perform movement phrases using a range of body actions and body parts in a group.

Discuss and share movement ideas and actions.

Music

HISTORY

- To create an artistic response to music (cross curricular Art)
- To use music to influence setting a scene for a story. Cross curricular Literacy.
- To be able to link emotions to music.
- To recognise male/female voice
- To recognise changes in a piece of music eg. Does it get faster, louder, slower?

To be able to comment on a mood of a piece of music

Cognitive

Evaluate their movement phrases using dance vocabulary & say why they like a performance.

Discuss different stimuli & explore ideas, moods & feelings to extend movement phrases.

Health

Understand the need for warm up and cool down.

Discuss how dance can be used to express emotion.

Gymnastics

Shapes

Children can perform basic static gymnastic shapes such as the star, pencil, tuck, pike, straddle and dish. Showing tension and control, explore using these shapes in balances, jumps and travels.

Traveling

Explore different ways of traveling varying height, direction and speed safely. Consolidate previous rolls and introduce teddy roll.

Jumping

Demonstrate different ways of jumping such as leaps, hops and 2 footed jumps. Be able to control their landing from the floor and from apparatus. Show clear shapes and turns during the in-flight phase.

Balances

Explore balances using different body contact points showing tension and control whilst balancing. Develop both static and dynamic balances by combining balances with traveling.

Linking movements

Start to explore how to creatively link, copy and repeat basic gymnastic movements through shapes, jumps, balances and travel. Perform to peers.

French Body parts

To be introduced to words and phrases.

To begin to use oral French.

To promote a love of learning languages.

<p>Science Skills</p> <p>Working Scientifically</p> <p>I can ask simple questions</p> <p>I can observe closely, using simple equipment e.g. a hand lens,</p> <p>I can perform simple tests</p> <p>I can identify and classify</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can gather and record data to help in answering questions</p>	<p>Science</p> <p>Yr. 2 Animals including humans</p> <p>I notice that animals, including humans, have offspring which grow into adults</p> <p><i>(recap animal groups and explore their offspring – looking at unique characteristics – what would the offspring of a mixed up animal be?)</i></p>	<p>Geography</p> <p>World maps and basic compass directions</p> <p>Location Knowledge</p> <p>I can name and locate the world's 7 continents and 5 oceans</p> <p>I can recognise NSEW</p> <p>Human and Physical Geography</p> <p>I can use basic geographical vocabulary to refer to: key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</p> <p><i>I can ask questions about geography and begin to use simple and familiar geographical vocabulary.</i></p> <p><i>I can locate the 7 continents of the world and say where they are in relation to each other using NESW</i></p>	<p>Art– Drawing/ Cezanne</p> <p><u>DRAWING-</u> Show that known experiences can be reflected through drawing.</p> <p>Show development of a project from initial ideas and starting point to finished product.</p> <p><u>DRAWING-</u> Focus on varied use of line, shape and form.</p> <p>Draw on different surfaces with a range of different media and scales, eg: chunky chalks on floor, cocktail sticks in sand.</p> <p>I can use a range of materials to design and make products</p> <p>I can use drawing, painting and sculpture to share my ideas, experiences and imagination</p> <p>I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D</p> <p>I know about the work of a range of artists, craftsmen and designers</p> <p>I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p>
---	--	---	--

Year 2 Unit of Learning – Summer term Whole school project Commonwealth

<p style="text-align: center;">Values</p> <p>Trust: Trust is reliance on someone or something; it is to believe and to have confidence and certainty.</p> <p>Cooperation: Cooperation is helping one another; working together with patience and a collective effort to reach a goal.</p>	<p style="text-align: center;">Central Idea</p> <p>Understanding how humans use force to create different movements. Understand why and how things move in the way they do.</p> <p style="text-align: center;">The Circus</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is a force?</p> <p style="text-align: center;">How do forces affect movement?</p> <p style="text-align: center;">How are forces used in the world around us? How do things move?</p>	
<p style="text-align: center;">Computing</p> <p><u>Coding</u></p> <p>I can read and understand an algorithm. I can use logical reasoning to predict the behaviour of a simple algorithm. I can debug and improve a simple algorithm.</p> <p><u>Digital Learning and Online Safety</u></p> <p>I can use technology safely and respectfully, keeping personal information private. I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. To explore a range of technology in different contexts with adult guidance. To use age appropriate technology safely, knowing where to go for help if it is needed</p>	<p style="text-align: center;">Suggested texts:</p> <p>Dumbo, The Greatest Showman, You see a Circus – Mike Downs</p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Circus Cinema Toy/ Mechanical museum</p>	<p style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p>Part 1: Unit 1: Guru Nanak and his teachings</p> <p>Key Questions</p> <p>What do Sikhs believe about God? What does Guru mean? What does it mean to be equal?</p> <p>The Gurus</p> <p>There were 10 human Gurus Guru Nanak was the first Guru Guru Granth Sahib – last of the Gurus Guru Nanak's life and teaching Guru Nanak's teaching that all people are equal Celebration of Guru Nanak's birthday</p> <p>Beliefs about god</p>	<p style="text-align: center;">RHE</p> <p>Health and wellbeing Being healthy: eating, drinking, playing and sleeping</p> <p>Key Question: What can help us grow and stay healthy?</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest - that eating and drinking too much sugar can affect their health, including dental health - how to be physically active and how much rest and sleep they should have everyday - that there are different ways to learn and play; how to know when to take a break from screen-time - how sunshine helps

		<p>Sikhs believe in one God – symbolised by the Ik Onkar symbol God created all things</p> <p>Sikhism 1 Teachings and life Unit 2</p> <p>Key Questions How do the lives of Sikhs show they follow rules in their lives? What does worship mean to Sikhs?</p> <p>Key Concepts The Gurus and the Guru Granth Sahib teach Sikhs how to live; Three important rules to follow: work honestly; share food with the needy; remember God; The Gurus showed how to put teachings into practice in their lives- story of Guru Gobind Singh and the Water Carrier, Bhai Ghanaya</p> <p>Sikh Life Special celebrations – Akhand Path; Sikhs worship at home and in the Gurdwara; The Guru Granth Sahib teaches Sikhs how to live; Sikhs share and show that everyone is equal in the Gurdwara</p>	<p>bodies to grow and how to keep safe and well in the sun</p> <ul style="list-style-type: none"> - How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. • how people grow and change and how people's needs change as they grow from young to old <ul style="list-style-type: none"> - <i>Understanding the processes of reproduction and growth in animals. (the focus on recognising growth not how reproduction occurs (cross- curricular link to science)</i> - Process of growing old and changing needs (cross- curricular link to science). • <i>To identify differences between males and females</i> <ul style="list-style-type: none"> - <i>To explore some of the differences between males and females and to understand how this is part of the lifecycle</i> - <i>To focus on sexual difference and name body parts</i> • <i>To introduce the concept of gender stereotypes</i>
	Writing Genres	French	

	<p>Coverage across the year:</p> <p>Fiction Narrative – traditional, real life and extended writing (adventure) Poetry – Nonsense, patterns on the page Descriptive/observational poetry Play scripts</p> <p>Non-Fiction Explanations Information text Instructions Non- chronological reports</p>	<p>School</p> <p>Sport</p> <p>To be introduced to words and phrases.</p> <p>To begin to use oral French.</p> <p>To promote a love of learning languages.</p>	<p>No Outsiders 2.5 Key learning – To communicate in different ways Suggested Text: What the Jacksaw Saw by Julia Donaldson and Nick Sharratt</p> <p>Summer 2</p> <p>Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up Key Question: How do we recognise our feelings?</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) <ul style="list-style-type: none"> - what helps them to feel good, or better if not feeling good • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust <ul style="list-style-type: none"> - how to recognise when they might need help with feelings and how to ask for help when they need it <p>No Outsiders 2.6 Key learning – To know I belong Suggested Text: All Are Welcome by Alexandra Penfold and Suzanna Kaufman</p>

PE

Athletics

Running

Responds rapidly to a 3, 2, 1 and ready, steady, go count downs. Takes up basic 'Ready, Active' position to start; enabling acceleration at the start of the sprint.

Jogs tall with good posture. Walks/Runs steady for one minute.

Participates in races in varying distances from sprints to middle distance. Can participate in zig zag relays effectively as part of a team.

Jumping

Jumps quickly from side to side showing co-ordination and balance ready for speed bounce activities.

Jump for distance from two feet to two feet, pushing body forward to generate distance whilst demonstrating correct technique and a soft landing. Explore jumping from 2 -2 and 1-2.

Throwing

Under arm – can swing arm from further back to make the object travel further with control.

Demonstrate a standing single handed overarm 'tennis ball throw'. Swings arm from the back to the front keeping the arm long and relaxed. Can position body correctly and rotate upper body to generate power.

Games – Striking and fielding

Ball skills

Link body parts together with coordination in order to effectively send an object when throwing, rolling or striking.

Music

Composition and WORLD

- To apply the 4 count.
- To further develop understanding more complex rhythms eg. How rhythm and pulse interact
- To understand how rhythm brings different texture to music.
- To create and respond to hand gestures that mean high, low, fast, slow
- Introduce the role of the composer and give examples such as Peer Gynt or Saint Saens' Carnival of the Animals
- To understand the role of the composer
- To define composition
- To compose more complex melodies on a tuned instrument

To improvise melodies that include pitch with different durations, speeds and volume

History - Newton

Children should be taught about:

the lives of significant individuals in the past who have contributed to national and international achievements.

Tim Burners Lee/ William Caxton (Sir Isaac Newton cc Science)

I can use the words past and present when telling others about an event.

I understand how to put people events and objects in order of when they happened using a timescale

I use information I have found out about the past to describe the differences between then and now.

I ask questions about things that happened in the past.

I have looked at books, pictures, the internet and have visited museums etc to find out about

Move body in correct positions to judge the flight of a moving object ready to receive it. Develop hand eye coordination when catching and stopping. Throw, catch and bounce with control, when standing still or on the move. Send and receive with consistency, co-ordination and control using a variety of equipment.

Science Skills

Working Scientifically

I can ask simple questions and recognise that they can be answered in different ways
I can observe closely, using simple equipment
I can identify and classify
I can use my observations and ideas to suggest answers to questions
I can gather and record data to help in answering questions
I might work scientifically by:

Science

Uses of everyday materials

I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Year 2 Plants

I can observe how seeds and bulbs grow into mature plants
I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Geography-

World maps and basic compass directions

Environments hot and cold

Location Knowledge

I can name and locate the world's 7 continents and 5 oceans

I can recognise NSEW

Human and Physical Geography

I can identify the **location of hot and cold areas** of the world in relation to the Equator and the North and South Poles

I can use basic geographical vocabulary to refer to: key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valet, vegetation and weather

Art- Painting and Colour/ Sculpture – O'Keefe

Be aware that paintings can be used to find out about the past.
That colour can be used to create an atmosphere.

To understand that a still life is made up of 3D objects which can be made or found.

I can use a range of materials to design and make products

I can use drawing, painting and sculpture to share my ideas, experiences and imagination

I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D

I know about the work of a range of artists, craftsmen and designers

I can describe the differences and similarities between different practices

<p>observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how I was able to identify and group them, and drawing diagrams showing the parts of different plants including trees. I might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what I have found out about different plants.</p>	<p>I might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p>	<p>I can identify what places are like and where they are. I can recognise how places have become the way they are and how they are changing. I can ask questions about geography and begin to use simple and familiar geographical vocabulary. I can locate the 7 continents of the world and say where they are in relation to each other using NESW</p>	<p style="text-align: center;">DT- Mechanisms</p> <p>Can explore and use a mechanism in my product. Eg lever, slider, wheel, and axis.</p> <p>Design I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria</p> <p>Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>
---	--	---	---