

Year 2– Science – Autumn 1

Humans – keeping healthy

Key Activities:

To learn about how do you know if you are healthy

To learn what you would you put in a survival kit for a baby/child/adult?

Why is it important to have dental and medical check ups?

What do you do to stay well mentally?

Key words: dehydrate, diet, disease, energy, exercise, heart rate, hygiene, nutrition, pulse.

What I have learned already:

Identifying naming, drawing and labelled the basic parts of the human body and say which part of the body is associated with each sense. (SCIENCE). The eatwell plate (DT)



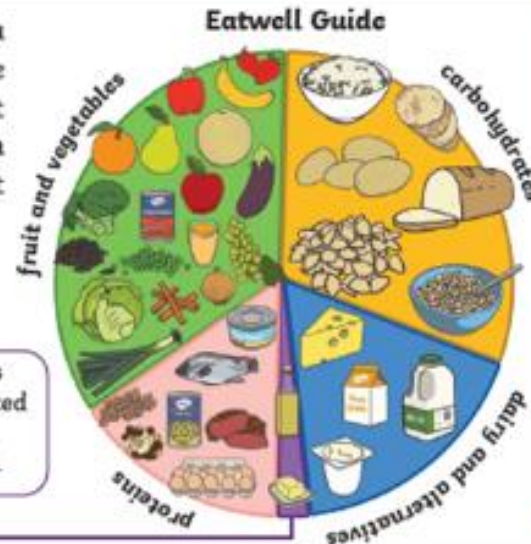
What will I learn?

You will learn how to keep your body healthy. We will look at exercise, eating the right types of foods and hygiene.

To stay alive, all animals have 3 basic needs:

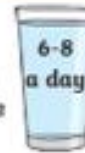


To grow into a healthy adult, we must eat the right types of food in the right amount and **exercise**.



oils and spreads
Choose unsaturated oils and use in small amounts.

Water, lower fat milk, sugar-free drinks including tea and coffee all count.



Eat less often and in small amounts.



To stop illness and infections spreading, we must be hygienic and keep ourselves clean.



Activity – have a go at taking your pulse rate – you may need an adult to help you find it. What happens to it if you run on the spot?

Year 2 – Science – Autumn 2 – Uses of Materials

Key Learning:

The materials you would need when building a castle are ones that are strong and sturdy like bricks, rocks and metal.

Plastic is bad for our environment as it does not rot away - we need to think of ways to use less plastic to look after our world.

What I have learned already:

To distinguish between an object and the material from which it is made. To identify, name and describe the physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties.

Key words:

materials, suitability, properties, squashing, bending, stretching, twisting, translucent, transparent, opaque.

What will I learn?

You will learn about the suitability of different materials for different uses. You will learn the shapes of some materials can be changed.

Properties of Materials



wood:
hard, stiff,
strong, opaque,
can be carved
into any
shape.



glass:
waterproof,
transparent,
hard, smooth.



plastic:
waterproof,
strong, can
be made to be
flexible or stiff,
smooth or rough.



metal:
strong, hard,
easy to wash.



paper:
lightweight,
flexible.



cardboard:
strong, light,
stiff.



fabric:
soft, flexible,
hard-wearing,
can be stretchy,
warm, absorbent.



rubber:
hard-wearing,
elastic, flexible,
strong.

Squash an object by pushing both hands together.



Bend an object by grabbing both ends of the object and bringing the ends inwards together.



Twist an object by turning your hands in opposite directions.



Stretch an object by pulling your hands slowly and gently apart.



Key Learning:

To find out where I come from.

To learn why some beginnings are easy and difficult.

To learn that there will be many beginnings in my life

What we have already learned:

God's love and care for every family.

Jesus was born and lived in a human family.

Year 2

RE

Domestic Church Beginnings

Key concepts:

Jesus teaches us -

God is present in every beginning.

We can deal with new beginnings in lots of different ways.

Reflection -

every new beginning is an opportunity for a new start

Key skills:

To understand that new beginnings can be difficult sometimes.



Key words:

beginning, new start, family, friend, creation, psalm, litany

Explore:

The many beginnings each day offers



Reveal:

Jesus teaches us that... God is present in every beginning



Respond:

Celebrate the beginnings that each new day offers us.



Images to discuss with an adult:



Try at home:

Talk about new beginnings you might have experienced at home.

What was it like?

Did you need help sometimes?



What I would like to know:



Key Learning:

To learn how symbols have power to show meaning
To learn why some symbols are important?
To learn how Christians maintain the light of Christ in their lives

We have already learned:

That Baptism is an invitation to belong to God's family

Year 2

RE

Signs & Symbols

Key concepts:

Jesus teaches us -

To recognise the importance of welcome, of feeling comfortable with new situations and belonging to new groups.

Reflection -

We belong to families, to work places and to social groupings.

Key skills:

To explore the meaning of signs and symbols in life.



Key words:

garment, Easter candle, font, chrism, Good News sign, symbols

Explore:

Experience of signs and symbols



Reveal:

Signs and symbols used in Baptism



Respond:

Remembering, celebrating and responding the experience of signs and symbols and the signs and symbols used in Baptism



Images to discuss with an adult:

What does it feel like to be invited to something?



Try at home:

What does it feel like to belong?
How do the people around you make you feel like you belong?



What I would like to know:



Key Knowledge:

- ✦ Advent is four weeks of preparing.
- ✦ The symbolism of the Advent Wreath.
- ✦ Isaiah told the people of God's promise to send them his Son.
- ✦ The story of the Annunciation.
- ✦ The story of the Visitation.
- ✦ Jesus comes to us as God's gift.

What we have learned already:

That Advent is a time of waiting to celebrate Jesus' coming at Christmas

Year 2

RE

Advent- Preparations



Key concepts:

Advent is a time when we appreciate the love in our lives and prepare to celebrate love becoming a reality in the person of Jesus. Christians at Christmas celebrate the gift of Jesus, given by God as a sign and expression of God's love. Giving and receiving reflects the truth that all life is given by God and life is given meaning through the gift of Jesus.

Key skills:

That Advent is a time of waiting to Celebrate the coming of Jesus at Christmas.



Key words:

preparing, Advent, Christmas, Nativity, waiting, Annunciation, Visitation

Explore:

Preparing for special times



Reveal:

Advent four weeks of preparation for the celebration of Jesus at Christmas



Respond:

Remembering, celebrating and responding to preparing for special times



Images to discuss with an adult:

How does it feel to prepare for Christmas?



Try at home:

Can you think of something you could do to help others at Christmas?



What I would like to know:



Key Learning:

Geography is the study of the earth and its features. These might include the places but also aspects that humans make as well.

Castles are built to help protect important people like the royal family from enemies.

London is located in the South-East of England. It has a river that flows through it called the Thames.

Urban refers to towns and cities. Rural refers to the countryside where less people live.

What I have already learned:

I have learned the countries and capital cities of the British Isles and how to plot them on a map.

Year 2 Autumn Term

Geography

Who lives in a castle?

Key concepts:

Environment - understanding the location of the capital cities in the United Kingdom.

Scale - understanding the size of London compared to other capital cities and Dorchester.

Interaction - Looking at how the physical and human elements of a place impact on each other.



Key skills:

I can use world maps to find places.
I can use atlases and maps to find places.
I can find the United Kingdom and its capital.
I can use non fiction books, pictures and photos to find out more.



Key words:

castle, **city**, capital, **London**, **River Thames**, urban, **town**, countryside, **rural**, globe, **atlas**, **aerial photograph**, **population**, **scale**, **United Kingdom**.

Place: The United Kingdom:

Is made up of England, Scotland, Wales and Northern Ireland which you can see on this map.



Key facts:

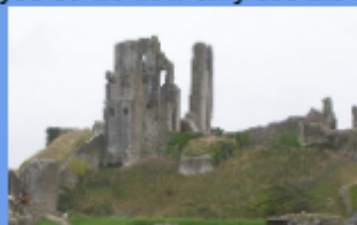
- People can impact the way that land is used and land can impact the way that people live.
- **Maps have to keep on changing.**
- **9, 425, 622 people live in London.**
- **19, 060 people live in Dorchester.**
- Windsor castle is in London.

Our local castles:

Lulworth castle is located near to Lulworth Cove in Dorset. The area in red is Dorset on the map of England.



This is Corfe Castle which is located near to Swanage and Wareham. It was a very important castle but got destroyed so we now only see the ruins of the castle.



Did you know?

London is the capital city of England.

Cardiff is the capital city of Wales.

Edinburgh is the capital city of Scotland.

Belfast is the capital city of Northern Ireland.



Key Learning:

To learn who lives in a castle and where are the castles

To learn who the Windsor family are and where they live

To learn how long Queen Elizabeth reigned and how the country celebrated this year.

To learn what life was like when Queen Victoria was in reign and whether life was the same for everyone

To learn how our monarchy changed and about the lives of people in the country

What I have learned already:

I have learned about Queen Victoria's reign and plotted key historical events on a timeline.

Year 2 Autumn Term History Who lives in a castle?



Key concepts:

Change - changes and continuity of monarchy.

Chronology - sequence British monarchy.

Sources - Looking for similarities and differences in people's lives in the same period using a variety of sources.

Causation - attending a Remembrance day service.

Key skills: I can sequence the Monarchy and talk about changes that have taken place.



Key words:

king, queen, reign, castle, monarchy, execution, timeline, aristocracy, century, context, decade, invasion, peace, peasant, nation, traitor, treason, torture

Timeline: (from 1837 - present day)

Victoria 1837 - 1901 → Edward VII
1901 - 1910 → George V 1910 - 1936
→ Edward VIII June 1936 - December 1936
→ King George VI 1936 - 1952
→ Elizabeth II (1952 - present)

Key facts:

- Queen Elizabeth II is the longest reigning British monarch in history. We are celebrating this year as a country.
- Not all castles were built for war.
- There have been many changes in our country since Queen Victoria's reign.
- Queen Victoria and our present Queen have led different lives even though they had the same position.

Trips:

You will be visiting Lulworth Castle
You will be attending a Remembrance day service.



Images to discuss with an adult:



Why do we remember?

Who can you name ?

Try at home:

Explore the website:

[Kings and Queens of England & Britain - Historic UK](http://KingsandQueensofEnglandandBritain-HistoricUK)

What I would like to know:



Please share with your class teacher and parent.

Year 2 – ICT – Autumn 1 – Coding

Key Questions:

What is an algorithm and why is it useful in coding?

Can you explain what the repeat command and timer command do?

If you are good at coding, you don't need to debug. Is this true?

Activity:

Insert a repeat command for a character in 2Code and run the program. What happens? Was it what you expected? How could you use it differently?

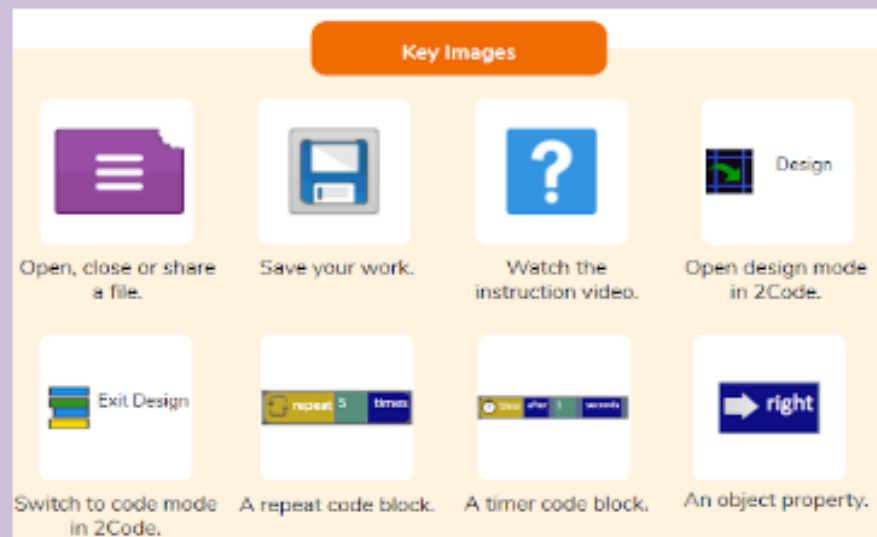
Key words: action, character, command, algorithm, code block, debugging, bug, code design.

What will I learn?

- To understand what an algorithm is.
- To design algorithms and then code them.
- To compare different object types.
- To use the repeat command.
- To use the timer command.
- To know what debugging is and debug programs.

What I have learned already:

To complete a simple program on a computer. To know what coding means and to make an object do something by adding a 'when clicked' line in the code.



Year 2 – ICT – Autumn 2 – Online Safety and Spreadsheets

ONLINE SAFETY

Key Questions:

Why is a search bar useful?
What is an email?
What is meant by a digital footprint?

What will I learn?

- To know how to refine searches using the Search tool
- To have some knowledge and understanding about sharing more globally on the Internet.
- To introduce Email as a communication tool using 2Respond simulations.
- To understand how we should talk to others in an online situation.
 - To open and send simple online communications in the form of email.
 - To understand that information put online leaves a digital footprint or trail.



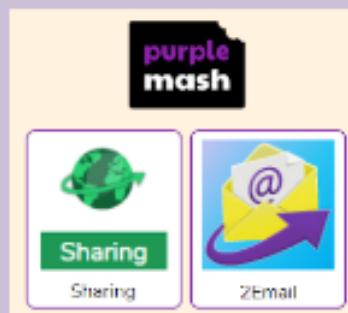
Key words: search, internet, sharing, email, attachment, digital footprint

What I have learned already: Online Safety

To know what a spreadsheet looks like.
How to enter data into spreadsheet cells and use 2Calculate control tools.

Spreadsheets

To see where technology is used in the local community and record examples of technology used outside school.



SPREADSHEETS

Key Questions:

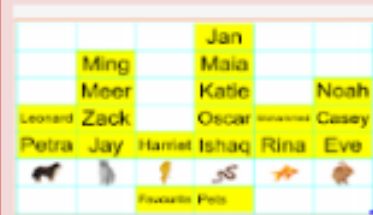
Why would you copy & paste when using a spreadsheet?
How could a spreadsheet help you when you are planning some shopping?

What will I learn?

- To learn how to copy and paste in 2Calculate.
- To use the totaling tools.
- To use a spreadsheet for money calculations.
- To use the 2Calculate equals tool to check calculations.
- To use 2Calculate to collect data and produce a graph.

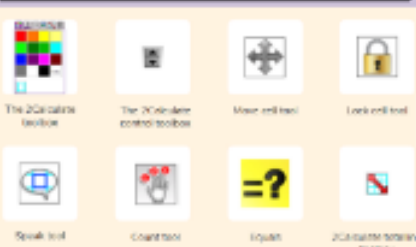
Activity:

Look at the graph made in 2Calculate showing the class' favourite pets. Which is the most popular?



Key words:

backspace, equals tool, image toolbox, copy & paste, speak tool, cells, row, column



Key Knowledge:

Castles normally have large walls to protect them from enemies. Castles must be very strong to stop enemies from destroying them.



The materials you will need to build a sturdy castle are cardboard and plastic, as these are the strongest materials.

What I have learned already:

I have looked at existing designs and thought about how they work, explored design ideas by handling materials and have discussed and planned my design with a partner and cut and joined materials

Year 2

DT

How do you design a freestanding castle?

Key concepts:

To learn about the design features of castles - castles come in a range of designs; some have

To learn about the properties of materials

I will understand how some properties like cardboard and plastic are stronger than paper to make my castle strong.

To learn about the design process - I will create a mock up of my castle design to make sure I know how to build the various parts.

Key skills:

I can look at images of castle designs to see what they look like
I can talk about designs to generate ideas
I can explore design by making a 'mock up'
I can think critically about the materials I choose to use
I can evaluate my freestanding model, for appearance and stability



Key words:

Castle, structure, stiff, stable, freestanding, materials, properties, join, assemble, mock-up, cut, glue, stick.

Design:

Castles can come in a variety of designs like the ones here...



Create:

The materials that will be sturdy are cardboard and plastic.

I will join the materials using a variety of sticking and also reinforcing key parts to ensure they are sturdy enough to stand alone.



Evaluate:

At the end of our design and making process we must think about the effectiveness of our castle and whether it met our design brief.



YEAR TWO ART— AUTUMN 1- EXPLORE AND DRAW

Key Questions:

How are artists inspired by their environment?
How can I be inspired by my environment?
How can I record the items I have collected through drawing?
How can I use a range of materials to explore mark making?

Key words:

Present, re-present, arrange, composition, photograph, focus

Activity:

Make compositions of objects at home; make a collection , arrange the objects and then take a photograph. Think about the things that interest you and why they interest you.

What will I learn; skills and techniques

I will explore my local environment (school, home, etc) and collect things which catch my eye.
I will explore composition by arranging the things that I have collected.
I will combine different drawing media such as wax resist and water-colour, graphite and water, wax crayon and pencil in my observational drawings.

ARTISTS:

Rosie James: <https://www.sofst.org/rosie-james-machine-drawn-people/>

<https://www.alicefox.co.uk/projects/>

<https://www.gardensillustrated.com/feature/alice-fox-artist->



Year 2: Physical Education - Autumn 1: Multi-Skills

Event: Timed Agility Challenge

Get down low to turn over the objects, bending from the knees.

Move quickly between the objects, staying nice and light on your feet.

Use a sidestepping action between the objects.

Place the objects down carefully so that they don't fall over.



HAVE A GO!

What I have learned already:
jumping, running, throwing,
catching, rolling.

Activity: Mirror game: You will need a partner.
Face each other and then take turns doing different actions
your partner has to mirror the moves.
Then swap.
To challenge yourself: Try using a prop such as a ball/
teddy and move them around your body/ throw and catch
them.
Can your partner mirror you exactly? Then swap!

What will I learn?

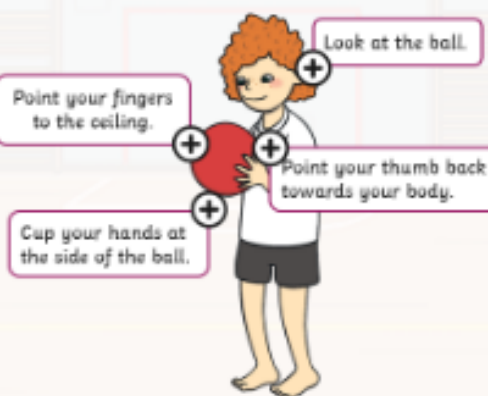
You will learn to develop your
balance, agility and coordination,
(a,b,c's)

We will learn how to use our
bodies with control and develop
our skills using equipment.

We will focus on
Rolling,
Bouncing,
Throwing.

Key words: roll, **agility**,
balance, **control**,
safely, **coordination**,
throwing, **confidence**,
catching, **technique**

Tips for Good Catching



Key Questions: How does exercise
keep me healthy?
Why is it important to have good
balance? coordination? agility?
How can I improve those skills?
What different ways can you pass
a ball to a partner?

Tips for Good Bouncing



Year 2: Physical Education

Autumn 2: Gymnastics

Activity: How many ways can you find to travel using different parts of your body? Can you crawl sideways? Wriggle along the floor?

Crab Walk



❓ Can you make a bridge shape with your stomach in the air and move in it?

Sit on the ground and push yourself up, straightening your arms. Point your fingers towards your feet. Keep your head and hips up. Hold the position with strong body tension. Now move opposite arm to opposite leg.

- ❓ How high can you get your hips?
- ❓ Can you stretch out a leg and hold a balance?
- ❓ Can you move forwards, backwards and sideways?
- ❓ Can you hold the crab shape, sink to the ground and roll away?



What we have learned already:

We will learn about the different ways we can move our body with rhythm and in time to music.

We will try holding different poses and how to sequence a group of moves to create a performance.

What will I learn?

We will learn to move with coordination, balance and agility.

We will learn to make shapes with our bodies.

You will learn how to transfer your weight from hands and feet

We will work together to create a sequence of moves and then perform it to the rest of our class.

Move It

Now make a movement sequence.

First, make and hold a bridge shape.



Now move in it.



Next, hold a balance.



Key Questions:

How do I know when I have found a good position?

Can I hold my pose for 5 seconds?

How can I move from this position into another one?

What parts of my body are working hardest?

Rolling Hills



Can you make your bodies into hill and mountain shapes? Travel around in different ways. When you hear 'hill', make your body into a hilly shape.

Can you put your hands on the ground and bring your feet in close to your hands, sticking your bottom up in the air?

Can you curl up to make a small hill shape?

Can you stretch up tall to make a high mountain shape?



Key words: coordination, agility, balance, posture, performance, hold, transition, sequence. technique, decision making, tactical awareness