

Curriculum Termly Plan

Year 2 Autumn Term 23/24



Topic name	Frozen World		
Starting Point	Sensory experiences – Inuit dancing, hot chocolate/ice cream, igloo building with sugar cubes, ice cubes, water		
Finale	Arctic shoebox dioramas (parents invited in)		
Visit / visitor / outdoor experiences	Scott Polar Research Institute – Cambridge		
Key Texts	<p>The Last Polar Bear</p> <p>The Princess and the White Bear King</p> <p>Ice Palace</p> <p>Winter's Child</p> <p>Poetry: Michael Rosen A First Poetry Book by Pie Corbett and Gabby Morgan</p>		
Writing Opportunities	<p>Setting Description – 3 weeks</p> <p>Non-Chron – Polar Bears – 3 weeks</p> <p>Narrative – Character Description – The Magic Paintbrush</p> <p>Recount – Polar Museum</p>		
	Skills	Knowledge	Vocabulary
Science	<p><u>Observing closely</u></p> <p>Use their senses to help them answer questions about living things and their habitats</p> <p>Use some scientific vocabulary to describe living and non-living things they have seen</p> <p>Compare living things and their habitats</p> <p>Suggest ways of finding out about other living things through listening/smelling/watching/touching</p>	<p><u>Habitats</u></p> <p>Match certain living things to the habitats in which they are found</p> <p>Identify and compare a variety of plants and animals found in different habitats and microhabitats</p> <p>Collect weather data about a local habitat and use it to explain different plants and animals they will find</p>	<p><u>Habitats</u></p> <p>Microhabitats, environment, adaptations, characteristics, nutrition, safety, shelter, warmth, predator, prey, food chain, producer, consumer, organism</p> <p><u>Materials</u></p> <p>Physical properties, transparent, opaque, natural, man-made, manufactured, metal,</p>

	<p><u>Identifying and classifying</u></p> <p>Classify living things into groups according to given criteria</p> <p>Find simple patterns to identify plants/animals or living/non-living</p> <p>Suggest more than one way of grouping plants and animals, giving reasons for their ideas</p> <p><u>Recording findings</u></p> <p>Use text, diagrams, pictures, charts or tables to record their observations</p> <p>Use information from books and online to investigate living things and their habitats</p>	<p>there</p> <p>Describe how a habitat provides for the basic needs of things living there</p> <p>Describe a range of different habitats</p> <p>Describe how plants and animals are suited to their habitats</p> <p>Name some characteristics of an animal that help it live in a particular habitat</p> <p>Describe what an animal needs to survive and link it to their habitat</p> <p><u>Materials</u></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a range of everyday materials</p> <p>Describe the simple physical properties of everyday materials</p> <p>Compare and classify a variety of materials based on their simple physical properties</p> <p>Describe properties of different materials using scientific vocabulary</p> <p>Sort materials into groups and explain reasoning</p> <p>Classify materials as natural or man-made</p>	<p>plastic, wood, paper, glass, clay, rock, fabric, sand, hard, soft, rough, smooth, shiny, dull</p>
Computing	<p><i>Within each unit many of the skills and knowledge are repeated throughout the year. For full details please refer to the Progression Map.</i></p>		
	<p>Computing systems and networks</p> <p>Unit 2.1 – IT around us</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology</p>	<p>-To recognise the uses and features of information technology</p> <p>-To identify the uses of information technology in the school</p> <p>-To identify information technology beyond school</p>	<p>Information technology (IT), computer, barcode, scanner/scan</p>

	<p>beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>-To explain how information technology helps us</p> <p>-To explain how to use information technology safely</p> <p>-To recognise that choices are made when using information technology</p>		
	<p>Creating media</p> <p>Unit 2.2 – Digital photography</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>-To use a digital device to take a photograph</p> <p>-To make choices when taking a photograph</p> <p>-To describe what makes a good photograph</p> <p>-To decide how photographs can be improved</p> <p>-To use tools to change an image</p> <p>-To recognise that photos can be changed</p>	<p>device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting,</p>	
Computing: Internet Safety	<p>Developing online safety guidelines</p> <p>Unit 2.1 -We are Year 2 rule writers</p> <p>Reviewing and editing our online safety guidelines. Children review different online safety scenarios and decide how to respond to these. They then review, discuss and edit the online safety rules they created in Year 1.</p>	<p>Consider online safety scenarios encountered in Year 1 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.</p> <p>Consider what strategies they might use if their usual trusted adult is not available</p> <p>Review and edit their online safety guidelines.</p> <p>Develop their online safety rules so they are easily understood and appropriate for Year 2 pupils.</p>	<p>Vocabulary listed introduced in year shown. Revisited in subsequent years</p>	
			EYFS	public, private, online, search, share, trust, password, username,
	<p>Social and emotional wellbeing and developing resilience</p> <p>Unit 2.2 - We are not online bullies</p> <p>Creating a strong message against online bullying. Children learn about the consequences of online bullying and the role of a bystander in online bullying situations. They create an anti-online bullying slogan to send a strong message that bullying is never acceptable.</p>	<p>Begin to understand the concept of online bullying and the role of the bystander.</p> <p>Develop an understanding of the consequences of online bullying.</p> <p>Recall their online safety rules for reporting concerns and inappropriate behaviour.</p>	1	e-safety, cyberbullying, identity, online identity, personal information, block, report, content, digital citizen,
			2	belief/opinion/fact, social media, reliable, source, password, PEGI,
			3	hoax, scam, strong/secure wrt passwords, victim, perpetrator, trustworthy, untrustworthy, digital footprint, netiquette
			4	app permissions, notifications, peer pressure, hacking, virus, virtual vs real,
			5	CEOP, privacy, endorse, parental controls
			6	sexting, BBFC, phishing,

History	<p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <p>Uses information to describe the past. Compares then and now. Recounts main events from a significant event in history.</p> <p>Looks carefully at pictures or objects to find information about the past.</p> <p><u>Historical enquiry</u></p> <p>Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p>	<p>Events beyond living memory that are significant nationally or globally – Polar expeditions</p> <p><u>What happened in the Terra Nova expeditions?</u></p> <p>-How did they travel to the Antarctic?</p> <p>-What were the conditions like? Weather etc</p> <p>-What did they wear?</p> <p>-How did they eat? What did they eat?</p> <p>-How did the men feel when they reached the south pole?</p> <p>-Who was Robert Scott?</p>	<p>Past, present, chronological, chronology, change, old, new, modern, ancient</p> <p>International, compare, similarity, difference, explorers, survive</p>
Geography Key: Locational Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork CATCH UP	<p>Learn and locate the 5 Oceans</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use world maps, atlases and globes to identify the 7 continents, 5 oceans, and poles.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>(see guidance in The development of map skills: Sequence sequence of map skills.doc)</p>	<ul style="list-style-type: none"> What is the weather like today? How is the weather changing? Can I show on a map where the hot and cold areas of the world are? Can I find the equator? Can I find the North and South Poles? Can I name the 7 continents and 5 Oceans? Can I find them on a map? Can I remember the names of the four countries of the UK and their capital cities? <p>Can I name and locate the surrounding seas? (Irish Sea, English Channel, North Sea, Celtic Sea, North Atlantic Ocean)</p>	<p>Name</p> <p>Locate/identify</p> <p>Place</p> <p>Country</p> <p>Continent</p> <p>Ocean</p> <p>Capital city</p> <p>Identify</p> <p>Seasons</p> <p>Weather</p> <p>Temperature</p> <p>Equator</p> <p>North and South Poles</p> <p>City</p> <p>Human geography</p> <p>Physical geography</p>
Art	<p>Organise own work area and clear away</p> <p>Shape, form model from observation and imagination (CAS)</p>	<p>To know that you can experiment with textures and create patterns</p> <p>To know how to express an opinion on the work of</p>	<p>assemble, relief, shape, form</p>

	<p>Collage</p> <p>Relief and free-standing sculpture</p> <p>Join two pinch pots</p> <p>Two colour overlays</p> <p>Relief and impressed printing processes (CAS)</p>	<p>famous, notable artists</p> <p>To know how to create a piece of work in response to another artist's work</p> <p>Artist: Barbara Hepworth</p> <p>To know that printing is using objects or shapes to transfer paint and create patterns</p> <p>To know how to express an opinion on the work of famous, notable artists</p> <p>To know how to create a piece of work in response to another artist's work</p> <p>Artists: Sonia Delaunay/Joan Miro</p>	
<p>DT</p> <p>Design and make a Polar Bear glove puppet</p>	<p>Design:</p> <p>Can I model ideas by exploring different materials and then use these to make up different templates?</p> <p>Can I talk about how my product works/its purpose/and who it is for in detail?</p> <p>Can I describe what my product is for and communicate this through talking and drawing and labelling?</p> <p>Make:</p> <p>Can I explain what I am making and suggest what to do next.</p> <p>Can I choose appropriate materials and tools?</p> <p>Can I assemble and join different materials and components in different ways?</p> <p>Evaluate:</p>	<p>I have experience of using basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.</p> <p>I have experience of using different methods of joining card and paper.</p> <p>I have experience of exploring and using different fabrics.</p> <p>I have experience of cutting and joining fabrics with simple techniques.</p> <p>I know about the user and purpose of products.</p> <p>Plan Bee: https://www.planbee.com/puppets-ks1</p>	<p>design, make, evaluate, user, purpose, ideas, design criteria, product, function template, pattern pieces, mark out, join, decorate, finish</p> <p>names of existing products</p> <p>techniques, tools, fabrics and components</p> <p>cut, fold, join, fix</p> <p>structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved</p> <p>metal, wood, plastic</p> <p>circle, triangle, square, rectangle, cuboid, cube, cylinder</p>

	<p>Can I talk about the purpose of my product, how it works and how to improve it?</p> <p>Can I talk about my design and what went well with my product?</p> <p>Can I talk and write about how to make my product better?</p> <p>Not a National Curriculum Requirement.</p> <p>Can I explore objects and designs to identify likes and dislikes?</p> <p>Explore how products have been created.</p> <p>Technical Knowledge:</p> <p>Textiles:</p> <p>Can I explain why I chose a certain textile?</p> <p>Can I measure textiles?</p> <p>Can I join textiles together to make something?</p> <p>Can I cut textiles?</p> <p>Mechanisms:</p> <p>Can I join materials together as part of a moving product? [for example, levers, sliders, wheels and axles]</p> <p>Use of Materials:</p> <p>Can I measure materials that I will be using?</p> <p>Can I join materials in different ways?</p> <p>Can I use joining, folding or rolling to make my materials stronger?</p> <p>Construction:</p> <p>Can I make simple plans? (see design)</p> <p>Can I develop my own ideas from my initial starting point?</p> <p>Can I make sensible choices about which materials to use for my construction?</p> <p>Can I consider how to improve my construction?</p>		
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<p>Music Charanga Unit – Hands, Feet, Heart IMPROVISE - using notes C & D EXTENDED IMPROVISATION - improvise responses to the leader (Q & A) using a wide range of notes COMPOSE - drag note names on to a grid to create a piece. Preparing for the Christmas Musical Musical Focus - Pitch</p>	<p>I can play with control: maintaining steady beat, getting faster or slower, getting louder or quieter.</p> <p>I can perform in a small group (2-9) and as an individual.</p> <p>I can pitch some notes moving by step and by leap.</p> <p>I can create: words and actions to go with songs; simple rhythmic accompaniment to go with a song using ostinato patterns; structured music eg beginning, middle, end or verse/chorus; music that tells a story/paints a picture/creates a mood; music that uses repetition/echo.</p> <p>I can perform a repeated two note melodic ostinato or a rhythm at least once.</p> <p>I can perform a sequence of sounds using a graphic score.</p> <p>I can echo sing a short melodic phrase.</p> <p>I can convey the mood or meaning of the song through a sense of control of dynamics (volume) and tempo (speed).</p> <p>I can follow a leader for up to one minute, starting and stopping together.</p> <p>I can sing a variety of songs with more accurate pitch, singing words clearly and breathing at the end of phrases.</p>	<p>I can listen with concentration to longer pieces/extracts of music, identifying beat, rhythm patterns or events, tempo, dynamics, melody and common characteristics, using appropriate musical terms.</p> <p>I can listen to my own compositions and use some musical language to describe what happens in them.</p> <p>I can at times identify if the pitch is getting higher, lower or is staying the same and copy with my voice.</p> <p>I can at times identify repetition in music, ie a song with a chorus.</p> <p>I know the different sounds one instrument can make (timbre) and how they can represent pictures/stories/moods.</p> <p>I can recognise aurally wooden metal, skin percussion instruments and begin to know their names.</p> <p>I can recognise some familiar instrumental sounds in recorded music, eg piano, violin, guitar, drums.</p>	<p>Key Vocab – Pitch, Tempo, Volume, Pulse, Rhythm, Melody, Notes, Percussion, Structure, Repetition, piano, violin, guitar, drums, verse, chorus, ostinato, mood, repetition, echo, accompaniment.</p> <p>Louder/quieter, faster/slower, higher/lower, speed, dynamics.</p>
<p>PE</p>	<p>*Get set 4 PE*</p>	<p>•I can send and receive a ball using both kicking</p>	<p>Sprint, Jog, Distance, Height, Take off,</p>

	<p>apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p>*Real PE*</p> <p>Social- Autumn 1</p> <ul style="list-style-type: none"> -I can help, praise and encourage others in their learning. -I can work sensibly with others, taking turns and sharing. -I can play with others and take turns and share with help. <p>Dynamic Balance: Jumping & Landing</p> <p>1. Jump from 2 feet to 2 feet with quarter turn in both directions. 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).</p> <p>Static Balance: Seated</p> <p>1. Pick up a cone from one side, swap hands and place it on the other side. 2. Return the cone to the opposite side.</p> <p>Personal- Autumn 2</p> <ul style="list-style-type: none"> - I try several times if at first I don't succeed and I ask for help when appropriate. - I can follow instructions, practise safely and work 	<ul style="list-style-type: none"> •I can describe how my body feels during exercise. •I am beginning to provide feedback using key words. • I can work safely with others and apparatus. •I can use shapes when performing other skills. •I can use directions and levels to make my work look interesting. 	
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	<p>on simple tasks by myself. - I enjoy working on simple tasks with help.</p> <p>Coordination: Footwork</p> <p>1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left).</p> <p>Static Balance: 1 Leg</p> <p>On both legs: 1. Stand still for 30 seconds. 2. Complete 5 mini-squats.</p>		
PSHE	<p>Rights, Rules and Responsibilities RR12</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • be able to name some adults in school who look after them and describe their responsibilities • be able to describe some of the responsibilities they have in the classroom and at home, towards classmates and family • be able to describe classroom ground rules and explain how they have been involved in making them • understand why we have classroom rules and describe how they make the classroom a better place for everyone • be able to explain what is meant by voting and be able to name some people who make decisions at school • share information, opinions and feelings and listen to those of others, as part of a paired and class discussion. <p>My Emotions ME5</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • be able to describe how they are feeling, including how strong that feeling is 	<p>Rights, Rules and Responsibilities RR12</p> <p>1. To be able to name some people who look after them and some of their responsibilities towards them.</p> <p>2. To identify jobs and responsibilities they have at school and at home.</p> <p>3. To understand how rules and conventions enable them to feel safe and happy in familiar settings.</p> <p>4. To understand how they can be involved in decisions which affect them at home and at school.</p> <p>5. To understand how democratic decisions might affect them in the everyday life of their class.</p> <p>6. To understand and experience the process of electing a school council representative.</p> <p>7. To be able to share opinions, taking turns and valuing the views of others by listening actively.</p> <p>8. To develop skills to contribute to paired and class discussions about an issue which affects them.</p> <p>9. To understand what they have learned and to be able to share it with others.</p> <p>My Emotions ME5</p> <p>1. To know the names of a basic range of feelings and the strength of their feeling.</p> <p>2. To know what might prompt different feelings in</p>	<p>Responsibilities, opinions, discussions, share, elect, mood, emotions, problem solving</p>

	<ul style="list-style-type: none"> • be able to recognise feelings in others • have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves • know that there is a link between thoughts, feelings and behaviour • begin to understand that how they feel can affect how they approach tasks, including learning, and have some strategies for regaining a positive frame of mind • have developed some understanding of the difference between behaviour which is impulsive and that which is considered • know what it feels and looks like to be assertive. <p>Anti-bullying AB12</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying • be starting to understand that sometimes people are bullied because they may be different in some way from others • be able to describe how it feels to be bullied or see someone else being bullied • be starting to demonstrate simple ways of responding to bullying including by being assertive • be able to demonstrate how to be kind to children who are being bullied • be able to identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur. 	<p>themselves and others and understand that their emotions and actions can have an effect on themselves and others.</p> <ol style="list-style-type: none"> 3. To understand the difference between impulsive behaviour and that which is thought through, and what both might feel and look like. 4. To know how to get support when they need it. 5. To talk about personal gifts and talents; what they are good at and also what they find more difficult. 6. To understand that they can do things to help us change our mood and that this may be helpful. 7. To know what 'relaxed' means and how it feels. 8. To know that it is possible to affect our behaviour by stopping and thinking about what we are doing. 9. To be able to stand up for their own rights without being hurtful to others. <p>Anti-bullying AB12</p> <ol style="list-style-type: none"> 1. To understand that teasing, unkindness and falling out might happen in friendships. 2. To begin to describe bullying and recognise examples of physical, verbal and some indirect forms of bullying. 3. To begin to understand some reasons that people bully others and why it is unacceptable. 4. To begin to understand that bullying may happen when people do not respect others who may seem different. 5. To understand how people who are bullied may feel. 6. To understand how it may feel to see someone else being bullied. 7. To understand how someone who bullies may feel. 8. To identify some people in and out of school who they can talk to about friendship difficulties and bullying. 9. To develop simple strategies for preventing 	
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		bullying by being assertive. 10. To understand simple ways to help someone who is being bullied. 11. To identify ways that the school prevents bullying. 12. To identify ways that the school promotes a caring ethos, encouraging positive and safe relationships.	
RE	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. (AT1) Retell some of the religious and moral stories from the bible and at least one other religious text or special books. (AT1) Begin to understand what it looks like to be a person of faith. (AT1) Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. (AT1) Talk about and find meanings behind different beliefs and practices. (AT2) Suggest meanings of some religious and moral stories. (AT2) Ask and respond to questions about what individuals and faith communities do. (AT2) Express their own ideas, opinions and talk about their work creatively using a range of different medium. (AT2)	The Family in Christianity – What difference does belonging to a faith make to a family? (4wks) Missed Year 1 topic Spr1 Places in Christianity – What makes a place special for Christian people? Visit St Andrews Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals) Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do. Know that Jesus was an historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible. Harvest – How do Christians give thanks at Harvest time? (2wks) Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest. Special Books – Why are some books special to some people? (Christianity / Judaism / Islam) (4wks) Know that the Bible comes in two parts (Testaments) and that one part is also special to Jews. Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah) Know that the Qur'an is a special book for Muslims. Know that it has 114 chapters. Hear some stories from the Qur'an. A chapter is named after Lady	Christianity: Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship. Islam: Allah, Islam, Mosque, Muslim, Prophet, Qur'an Judaism: Synagogue: Torah Scrolls, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHWH)

		<p>Mary, Qur'an tells Muslims what to do and is therefore a guide for them.</p> <p>Qur'an was sent to Prophet Muhammad as a guide to humanity.</p> <p>Know that Torah is the holiest document for every Jewish person. Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago.</p> <p>Know that Torah scrolls are made of special pieces of parchment and every word written in them has to be absolutely perfect and is usually written by a professional scribe.</p> <p>Christmas – What does the Christmas story teach us about giving? (2wks)</p> <p>Know the stories about Jesus connected with Christmas and the importance of these for Christians.</p>	
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