



<u>Year group: 2</u>	<u>Term: 1</u>		<u>Enquiry Question: What type of house would you like to live in?</u>
	<u>Essential knowledge:</u>	<u>Essential vocabulary</u>	<u>Essential Skills:</u>
<p><b>Creative development</b></p>	<p><b><u>Art / Computing</u></b></p> <p><u>Drawing - Buildings</u></p> <ul style="list-style-type: none"> <li>- Know how to use drawing and painting to develop their ideas, experiences and imagination.</li> <li>- Know which materials to use to design, make and create different products.</li> <li>- Know how to improve their mastery of art and design techniques, including drawing</li> <li>- Know the roles and purposes of artists, crafts people.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Let your Spirit Fly</u></p> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- To learn the names of the notes in their instrumental parts from memory or when written down</li> <li>- To know the names of untuned percussion instruments played in class</li> </ul>	<p>Sketch Shade Primary colours Secondary colours Observation</p> <p>Structure Introduction Verse Chorus Improvise Compose Pulse Rhythm Pitch Tempo Dynamics Bass Drums Guitar</p>	<p><b><u>Art / Computing</u></b></p> <p><u>Drawing - Buildings</u></p> <ul style="list-style-type: none"> <li>- Record and explore ideas from first-hand observation, experience and imagination.</li> <li>- Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>- Layer different media e.g. Crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>- Mix a range of secondary colours, shades and tones.</li> <li>- Investigate different kinds of art, craft and design.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Let your Spirit Fly</u></p> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- To treat instruments carefully and with respect</li> <li>- To learn to play a tunes instrumental part using one of the differentiated parts (a one-note, simple or medium part)</li> <li>- To play the part in time with the steady pulse</li> <li>- To follow musical instructions from a leader</li> </ul>

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	<p><b><u>Music / Computing</u></b></p> <p><u>Making Music (Unit 2.7) : Playing</u></p> <ul style="list-style-type: none"> <li>- To be introduced to making music digitally using number 2Sequence</li> <li>- To explore, edit and combine sounds</li> </ul>	<p>Keyboard Synthesizer Hook melody</p>	<p><b><u>Music / Computing</u></b></p> <p><u>Making Music (Unit 2.7) : Playing</u></p> <ul style="list-style-type: none"> <li>- To treat instruments carefully and with respect</li> <li>- To learn to play a tuned instrumental part using one of the differentiated parts (a one-note, simple or medium part)</li> <li>- To play the part in time with the steady pulse</li> <li>- To add sounds to a tune they've already created to change it</li> <li>- To think about how feelings can be used to express/depict feelings</li> </ul>
<p><b>Knowledge &amp; Understanding of the World</b></p>	<p><b><u>History</u></b></p> <p><u>What type of house would you like to live in?</u></p> <ul style="list-style-type: none"> <li>- How has the royal family had an impact on nationals and international achievements?</li> <li>- E.g. Architects of local stately home and Buckingham palace.</li> <li>- Explore what a castle was built for, who used the castle and which sig individuals have had an impact on castles -</li> <li>- Look at why a castle was the medieval equivalent of the tank.</li> <li>- What features were added onto a castle to make it defensible?</li> <li>- What roles did people play during a castle invasion? What were the best tactics when taking down a castle?</li> </ul>	<p>Industrial revolution Social progress Empire Poverty Class Workhouse</p>	<p><b><u>History</u></b></p> <p><u>What type of house would you like to live in?</u></p> <p>How has the royal family had an impact on nationals and international achievements?</p> <p>E.g. Architects of local stately home and Buckingham palace.</p> <ul style="list-style-type: none"> <li>- Recognise why people did things, why events happened and what happened as a result</li> <li>- Identify differences between ways of life at different times</li> <li>- Sequence artefacts closer together in time - check with reference book.</li> <li>- Sequence photographs etc. from different periods of their life.</li> <li>- Describe memories of key events in lives</li> <li>- Explore and give consequences for the introduction of different parts of the castle.</li> <li>- Give cause for why castles were not used as much in</li> </ul>



	<ul style="list-style-type: none"> <li>- How did the Norman invasion of 1066 lead to the new construction of castles? E.g. How did castles change when the Normans took over? Materials – wood to stone.</li> <li>- Which famous castles have played a role throughout our history? (Tower of London)</li> <li>- What did the introduction of cannons mean for castles? How did defences change? E.g. land behind the wall to reinforce it.</li> <li>- Where is the best place to build a castle?</li> </ul> <p><b><u>RE</u></b></p> <p><u>Belonging- What does it mean to belong?</u></p> <ul style="list-style-type: none"> <li>- To find out about different religious festivals and rituals.</li> <li>- To find out how about how a person of faith lives their life.</li> <li>- Explore how values provide rules for living.</li> <li>- Explore the idea of committing to a faith.</li> </ul>	<p>Faith Community Holy books Belief Promise Rules</p>	<p>the following centuries.</p> <ul style="list-style-type: none"> <li>- Suggest what would have happened without certain sig individuals</li> </ul> <p><b><u>RE</u></b></p> <p><u>Belonging- What does it mean to belong?</u></p> <ul style="list-style-type: none"> <li>- Explain how a person shows their faith by how they live.</li> <li>- Recognise special rules that religious people follow.</li> <li>- Recognise that beliefs come from holy books</li> <li>- Talk about promises made by a faith member</li> </ul>
<p><b>SMSC</b></p>	<p><b><u>Being Me</u></b></p> <p>Teaching children to recognise their hope and fears; rights and responsibilities and how they perceive rewards and</p>	<p>Worries Hopes Fears Belonging Rights</p>	<p><b><u>Being Me</u></b></p> <ul style="list-style-type: none"> <li>- I can empathise with the feelings of my classmates</li> <li>- I can formulate an idea</li> <li>- I can scrutinize and / or modify an idea put to me</li> </ul>



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	<p>consequences.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> <li>- To identify some specific hopes and fears for this year</li> <li>- How to use my Jigsaw Journal</li> <li>- To recognise when I feel worried and know who to ask for help</li> <li>- To understand the rights and responsibilities of being a member of my class and school</li> <li>- How to help myself and others feel like we belong</li> <li>- Recognise the choices I make and understand the consequences to follow the Learning Charter</li> </ul>	<p>Responsibilities Responsible Actions Praise Reward Consequences Positive Negative Choices Cooperate Learning charter Problem solving</p>	<ul style="list-style-type: none"> <li>- I can verbalise why I value this difference about him or her</li> <li>- I can give reasons why my friends are special to me</li> <li>- I can summarise how I felt</li> <li>- I can work in a group</li> </ul>
<p><b>Scientific &amp; technological understanding</b></p>	<p><b><u>Science</u></b></p> <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> <li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b><u>Computing</u></b></p> <p><u>Online safety (Unit 2.2)</u></p>	<p>Rough Soft Hard Solid Liquid Gas Materials Squashing Bending Twisting Stretching</p> <p><u>Online safety (Unit 2.2)</u></p> <p>Search tool Communicate</p>	<p><b><u>Science</u></b></p> <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> <li>- Ask simple questions and recognise that they can be answered in different ways</li> <li>- Observe closely using simple equipment</li> <li>- Perform simple tests</li> <li>- Identify and classify</li> <li>- Use observations to suggest answers to questions</li> </ul> <p><b><u>Computing</u></b></p> <p><u>Online safety (Unit 2.2)</u></p>

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	<ul style="list-style-type: none"> <li>- To know how to refine a search using the Search tool</li> <li>- To understand how to communicate and connect with others locally</li> <li>- To have some knowledge and understanding about sharing more globally on the internets</li> <li>- To know how to communicate through Email</li> <li>- To understand how to open and send simple online communications in the form of email</li> <li>- To identify the steps that can be taken to keep personal data and hardware secure.</li> </ul> <p><b><u>Creating Pictures (Unit 2.6)</u></b></p> <ul style="list-style-type: none"> <li>- To introduce children to painting software (including Purple Mash)</li> <li>- To look at impressionist style of artists (e.g. Monet, Dejas, Renoir)</li> <li>- To explore surrealism and e-collage</li> </ul> <p><b><u>Design Technology</u></b></p> <p><b><u>Freestanding Structures (Castle)</u></b></p> <p>Design:</p>	<p>Connect Online Locally Digital technology Email Personal data Hardware secure Online safety Webpage Search Internet</p> <p>Monet Dejas Renoir Painting Software Impressionist</p> <p>Freestanding structure Frame Structure</p>	<ul style="list-style-type: none"> <li>- Use technology safely to store information</li> <li>- Share work we have created</li> <li>- Communicate and connect with others</li> <li>- Explain what a digital footprint is and give examples of what they would not like to be shown on their digital footprint</li> </ul> <p><b><u>Creating Pictures (Unit 2.6)</u></b></p> <ul style="list-style-type: none"> <li>- Use 2Paint to create a picture</li> <li>- Explain Pointillism</li> <li>- Describe the main features of Piet Mondrian’s work</li> <li>- Combine more than one effect in 2Paint to enhance their pattern</li> <li>- Use the eCollage function in 2Paint</li> <li>- Create surrealist art using drawing and clipart</li> </ul> <p><b><u>Design Technology</u></b></p> <p><b><u>Freestanding Structures (Castle)</u></b></p> <p>Design:</p>
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	<ul style="list-style-type: none"> <li>- Explore existing free-standing structures and explain what gives them strength, reinforcement and stability</li> <li>- Generate ideas based on simple design criteria's</li> <li>- Identify features of a castle</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>- Know the tools and equipment needed to join card together</li> <li>- Know the steps needed to make a free-standing structure- design criteria.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>- Know how to be critical of a design.</li> </ul>	<p>Shell Structure Stability Buttress Brick Bonding Mock up Structure Design Make Evaluate Design criteria Purpose Product Function</p>	<ul style="list-style-type: none"> <li>- Develop, model and communicate ideas through talking, mock ups and drawings</li> <li>- Use technical vocabulary relevant to the project</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>- Select the correct tools and equipment to join card together.</li> <li>- Make a free-standing structure of a castle linking to the design criteria.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>- Evaluate the castle structure by discussing how well it works in relation to its purpose and whether it meets the design criteria.</li> </ul>
<p><u>Physical development</u></p>	<p><b><u>Physical Development</u></b></p> <p><u>Multi-Skills (Unit 2.1)</u></p> <ul style="list-style-type: none"> <li>- To explore static balancing</li> <li>- To understand the concepts of bases</li> <li>- Learn about a stable base and losing balance</li> <li>- Know how to throw a ball at the right speed and strength</li> </ul>	<p><u>Multi-Skills (Unit 2.1)</u></p> <p>Agility Balance Co-ordination Base Accuracy Timing</p>	<p><b><u>Physical Development</u></b></p> <p><u>Multi-Skills (Unit 2.1)</u></p> <ul style="list-style-type: none"> <li>- Move the body in a variety of ways</li> <li>- To combine a number of co-ordination drills, using upper and lower body movements.</li> <li>- To aim a variety of balls and equipment accurately</li> <li>- To travel in different ways, showing clear transitions between movements</li> <li>- To maintain balance when changing direction</li> <li>- To use skills learned in a game</li> </ul>



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	<ul style="list-style-type: none"> <li>- Explore different ways of twisting and turning</li> </ul> <p><u>Boot Camp (Unit 2.1)</u></p> <ul style="list-style-type: none"> <li>- To understand how to prepare the body for exercise</li> <li>- To understand what fitness means</li> <li>- Experience some of the changes that occur during exercise</li> <li>- Complete a range of circuit-based activities</li> <li>- Understand what happens to the heart rate during exercise</li> </ul>	<p>Aim Guide Target Rotate Movement Pattern Crab Skittles</p> <p><u>Boot Camp (Unit 2.1)</u></p> <p>Heart rate Heart-beat Agility Coordination Circuit Jacks Exercise Strength Aerobic</p>	<ul style="list-style-type: none"> <li>- Play fairly and understand the rules of a game</li> </ul> <p><u>Boot Camp (Unit 2.1)</u></p> <ul style="list-style-type: none"> <li>- Raise heart rate</li> <li>- Develop agility and coordination</li> <li>- Perform simple patterns of movement</li> <li>- Demonstrate the correct technique for activities</li> <li>- Improve on</li> </ul>
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<b><u>Guided reading texts and other linked books.</u></b>	<b><u>Previous Learning Links</u></b>	<b><u>Adaptations to the curriculum for SEND</u></b>	<b><u>Key questions</u></b>
Traction Man	Let's pretend (EYFS)- Fairytales What is special about our area?	Visual stimuli used in all subjects to engage and remove barriers of reading ability Tangible experiments with materials Accessible reading and comprehension materials for English sessions – still linked to the topic where possible Accessing EYFS style planning for ongoing provision area connected to construction.	Who lives/lived in a castle? Why do/did we need castles? Are all houses the same?