

<u>Year group: 2</u>	<u>Term: Autumn 2</u>		<u>Enquiry Question: Why can't a meerkat live in the North Pole?</u>
	<u>Essential knowledge:</u>	<u>Essential vocabulary</u>	<u>Essential Skills:</u>
Creative development	<u>Art</u> <u>Painting Meerkats and polar bear collages</u> <ul style="list-style-type: none">- Know how to use a range of techniques to create interesting artwork- Know which techniques including line, shape, form and space are needed to create detailed drawings- Know how to use colours linked to hot and cold places to create collages- Know how to create patterns and textures to create a collage using a variety of media. <u>Music</u> <u>Ho, Ho, Ho</u> <u>Singing</u> <ul style="list-style-type: none">- To confidently know and sing five songs from memory.- To know that unison is everyone singing at the same time.- Songs include other ways of using the voice e.g. rapping (spoken word).- To know why we need to warm up our voices.	Texture pattern design mosaic collage Pulse Rhythm Pitch Melody Tempo Perform / performance Dynamics Rap Unison	<u>Art</u> <u>Painting Meerkats and polar bear collages</u> <u>Collage</u> <ul style="list-style-type: none">- Create textured collages from a variety of media.- Make a simple mosaic. <u>Drawing</u> <ul style="list-style-type: none">- Experiment with the visual elements; line, shape, pattern and colour. <u>Music</u> <u>Ho, Ho, Ho</u> <u>Singing</u> <ul style="list-style-type: none">- To learn about voices singing notes of different pitches (high and low).- To learn that they can make different types of sounds with their voices –you can rap (spoken word with rhythm).- To learn to find a comfortable singing position.- To learn to start and stop singing when following a leader.



<p>Knowledge & Understanding of the World</p>	<p><u>Geography</u></p> <p><u>Why can't a meerkat live in the North Pole?</u></p> <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans. - Understand geographical similarities and differences through studying a small area of a contrasting non-European country. - 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. - Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. <p><u>RE</u></p> <p><u>Belonging- What does it mean to belong?</u></p> <ul style="list-style-type: none"> - To find out about different religious festivals and rituals. - To find out about how a person of faith lives their life. - Explore how values provide rules for living. - Explore the idea of committing to a faith. 	<p>Season Weather Climate Coast Land Continent Ocean Sea Polar regions North Pole Equator</p> <p>Faith Community Holy books Belief Promise Rules</p>	<p><u>Geography</u></p> <p><u>Why can't a meerkat live in the North Pole?</u></p> <p>Ask simple geographical questions, such as:</p> <ul style="list-style-type: none"> - Is the weather around the world the same? - How is it different? - Why is it different near the Equator to the North Pole? <ul style="list-style-type: none"> - Use an infant atlas to locate places. - Begin to match places e.g. recognise UK, North Pole on a small and larger scale map. - Find land/sea on globes. - Use atlases and large-scale OS maps. - Make simple comparisons between features of different places. <p><u>RE</u></p> <p><u>Belonging- What does it mean to belong?</u></p> <ul style="list-style-type: none"> - Explain how a person shows their faith by how they live. - Recognise special rules that religious people follow - Recognise that beliefs come from holy books - Talk about promises made by a faith member
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	<p><u>Christmas Unit</u></p> <ul style="list-style-type: none"> - Gift bringers-Why is the Christmas story good news for Christians? - Know the Christmas story and understand the importance for Christians. 		<p><u>Christmas Unit</u></p> <ul style="list-style-type: none"> - Retell the Christmas story and explain its significance for Christians - To talk about the giving of gifts as related to the Christmas story
<p>SMSC</p>	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> - Children learn that assumptions made about girls and boys can cast a stereotype onto them. In addition to this, children learn that differences are not always understood and/or celebrated - this can lead to bullying. <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> - To understand that sometimes people make assumptions about boys and girls - To understand that bullying is sometimes about difference - To recognise what is right and wrong - To know some ways to make new friends - To tell you some ways I am different 	<p>Stereotypes Boys Girls Similarities Assumptions Shield Differences Bully Purpose Kind Unkind Feelings Sad Lonely Stand up for Help Friends Included Qualities Friendship Caring Value Unique</p>	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> - I understand some ways in which boys and girls are similar and feel good about this - I understand some ways in which boys and girls are different and accept that this is ok - I can tell you how someone who is bullied feels - I can be kind to children who are bullied - I know when and how to stand up for myself and others - I know how to get help if I am being bullied - I know how it feels to be a friend and have a friend - I understand these differences make us all special and unique.



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<p>Scientific & technological understanding</p>	<p><u>Science</u></p> <p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> - To explore and compare the differences between things that are living, dead, and things that have never been alive. - To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - To identify and name a variety of plants and animals in their habitats, including microhabitats. - To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p><u>Computing</u></p> <p><u>Spreadsheets (Unit 2.3)</u></p> <ul style="list-style-type: none"> - Copy and pasting tools - Know how to use codes for addition - Know how to create a table and block graph for data 	<p>Differences Living Non living Habitats Identify Microhabitats Food chain Food source</p> <p><u>Spreadsheets (Unit 2.3)</u> Cell Copying Pasting Block graph Data Tools</p>	<p><u>Science</u></p> <p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> - To identify and classify - To observe similarities and differences. - To observe closely using simple equipment. - To use observations and results to answer questions. - To gather and record data- looking for patterns between sets of data <p><u>Computing</u></p> <p><u>Spreadsheets (Unit 2.3)</u></p> <ul style="list-style-type: none"> - To use the copying and pasting tools to help make spreadsheets - Use tools in spreadsheet to automatically total rows and columns - Create a table and block graph
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	<p><u>Stop Motion (Bespoke)</u></p> <ul style="list-style-type: none"> - To take a photographs and sequence them into a 'movie' - To understand the role framing in photography plays in stop motion - To understand that the App orders the photographs into a sequence 	<p>Column Row</p> <p><u>Stop Motion (Bespoke)</u> Story Characters Set Props App Sequence Movement Smooth Focus</p>	<ul style="list-style-type: none"> - Explain what rows and columns are - Use images in a spreadsheet <p><u>Stop Motion (Bespoke)</u></p> <ul style="list-style-type: none"> - Focus a photograph - Use a tablet to take a photograph - Analyse the sequence of photographs so that movement looks 'smooth'
<p>Physical Development</p>	<p><u>Physical Development</u></p> <p><u>Mighty Movers (Unit 2.2)</u></p> <ul style="list-style-type: none"> - To know how to run efficiently using the arms - To demonstrate running with balance and co-ordination - Learn some of the changes that happen to the body during exercise - To understand the purpose of a circuit and how it can improve fitness - Understand the value of a circuit - Understand the purpose of a circuit and how it can improve fitness 	<p><u>Mighty Movers (Unit 2.2)</u></p> <p>Overtake Circuit Relay</p>	<p><u>Physical Development</u></p> <p><u>Mighty Movers (Unit 2.2)</u></p> <ul style="list-style-type: none"> - Complete running activities with balance co-ordination - To run efficiently using the arms - Run for one minute without stopping - Develop good technique for running circuits - Develop running technique with good balance and co-ordination - To understand the purpose of a circuit and how it can improve our fitness - Develop a good technique for a running circuit, value of a circuit. - Complete a running circuit



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	<p><u>Ugly Bug Ball Dance (Unit 2.2)</u></p> <ul style="list-style-type: none"> - Understand how different minibeasts might move - Explore different levels and speeds of movement - Explore performing actions in response to stimuli - Explore ideas by experimenting with actions, dynamics, directions and levels - Explore patterns of movement with a partner - Explore the medieval ballroom dance theme 	<p><u>Ugly Bug Ball Dance (Unit 2.2)</u></p> <p>Travel Movements Methods Beat Medieval Dance greetings Beat Independent Flow Performance</p>	<p><u>Ugly Bug Ball Dance (Unit 2.2)</u></p> <ul style="list-style-type: none"> - Show contrasting movements with strength and clarity - Compose and perform simple dance phrases - Practise medieval ballroom dancing - Show contrasts in simple dances with good body shape and position - Link contrasting movements together to make a short dance sequence - Creating movements together to make a short dance sequence - Creating movements that show rhythm and control - Improve independent movement from one phrase to another - Work in small groups and develop phases of movement - Perform a complete dance with clarity and flow, showing changes in levels and speed - To develop a range of dance movements and improve timing
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<u>Guided Reading texts and other linked books.</u>	<u>Previous Learning Links</u>	<u>Adaptations to the curriculum for SEND</u>	<u>Key questions:</u>
Traction man	<ul style="list-style-type: none">- Our local area- Flat Stanley in London	Story book stimulus Visual prompts Use of globe when looking at the earth. Sequencing of weather and seasons Physical experiments with the weather.	How does the weather change with the season? Is the weather the same around the world? What is climate change? How do animals adapt to where they live?