‘Learning together, supporting each other’

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| **YEAR GROUP:** Two (Elm Class) | **TERM: Autumn 2** | **Key Text:** | The Great Fairy Tale Disaster - David Conway<br>The Three Little Wolves and the Big Bad Pig - Eugene Trivizaz and Helen Oxenbury |

| Subject | Prior Learning | Substantive Knowledge | Disciplinary Knowledge | Objectives | Future Learning |
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| | **Little Red Riding Hood with a Twist** | | | | |
| **English** | Traditional Tales (Jack and the Beanstalk) (Oak Class Y1) | **Reading**<br>- To apply phonic knowledge when reading independently and within guided read groups.<br>- To be introduced to non-fiction books that are structured in different ways.<br><br>**Writing**<br>- To understand what a contraction is and be able to decipher where it is to be used in their work.<br>- To know when it is suitable to use a list, command, statement, question or exclamation.<br>- To understand the use of alliteration. | **Reading**<br>- To be able to pick out key features of non-fiction books and to link new words to their vocabulary, explaining the meanings of these new words.<br>- To read common misconception words and remember these from memory explaining their meanings.<br><br>**Writing**<br><br>- To write effective sentences for their own story, including all key learning from Autumn 1.<br><br>- To write thoughts and commas in a list and use adverbs within their writing.<br><br>- To add suffixes to words to make longer words. | **Reading**<br>To take part in daily guided read sessions with a teacher.<br><br>To read words that contain alternative spellings as taught in year 1 and Autumn 1 in year 2.<br><br>**Writing**<br><br>To apply alternative spellings in their written work and decipher which spelling looks right. | Traditional Tales (Ash Y3/4) (Princess and the Pea) |

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| | | | - To apply the use of spellings rules to their written work independently. | | |
| | **Key Vocabulary** | Alliteration, question, command, exclamation, statement, suffix, time words. | **Enrichment opportunities** | Experience days. | |
| | **Author's Adventures: Victorian Christmas setting description / Hammer the Grammar** | | | | |
| | | **Reading**<br><br>To understand the importance of proofreading their work to edit mistakes and improve sentence writing.<br><br>**Writing**<br><br>To understand the importance of listening to stories and show this by writing about key parts and using correct grammar, spelling rules that includes new vocabulary. | **Reading**<br><br>To proofread their own work to look for any mistakes regarding grammar.<br><br>**Writing**<br><br>To take part in answering guided read questions and writing them up in their books to show a deeper comprehension of what they have read.<br><br>To write about what has been read to them using the correct grammar, spelling rules that includes new vocabulary. | **Reading**<br><br>To take part in daily guided read sessions.<br><br>To listen to the teacher in story time and answer comprehension questions orally.<br><br>**Writing**<br><br>To answer VIPER questions when dictated by the teacher.<br><br>To use the grammar skills, they have learnt within their writing work. | |
| | **Key Vocabulary** | Victorian glossary | **Enrichment opportunities** | Guided reads<br>Working wall<br>Class trip. | |
| **Maths** | - Addition and Subtraction<br>- Geometry (Shape) | | **Select the files to the right for more detailed guidance.** | Y2 Autumn Block 2 SOL Addition and sub<br>Y2 Autumn Block 3 SOL Shape.pdf | |
| | **How do microhabitats help minibeasts survive?** | | | | |

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| **Science (Living Things: microhabitats)** | Living things and their habitats (year 1) | -To know a variety of plants and animals and describe some differences.<br><br>-To know that a habitat is the environment where an animal or plant lives/grows because it provides what they need to survive.<br><br>- To know that a microhabitat is a very small habitat (e.g. under stones, logs and leaf litter).<br><br>- To know that living things depend upon each other (e.g. for food or shelter). | -To understand that there are different ways to answer a question.<br><br>-To understand that there are different habitats for different types of animals.<br><br>-To have a good understanding of a microhabitat and what one looks like.<br><br>-To understand the importance of food and shelter for minibeasts.<br><br>-To begin to recognise when results and observations don't match their predictions. | -To identify and name a variety of plants and animals.<br><br>- To be able to recall that minibeasts live in microhabitats.<br><br>- To describe microhabitats and their conditions.<br><br>- To describe how microhabitats provide for the basic needs of animals and plants.<br><br>- To describe the job role of a botanist.<br><br>- To group minibeasts and create simple classification keys.<br><br>- To describe the appearance of flowering plants.<br><br>- To use an identification chart to name flowering plants. | Classifications of living things and their habitats (y4). |
| | **Key Vocabulary** | food chain, microhabitat, minibeast, research, results, test | **Enrichment Opportunities** | Outside school walk in nature garden on school grounds. | |
| **History (Victorians)** | **Were Victorian children treated fairly?** | | | | |
| | Toys<br>Great Fire of London<br>Rosa Parks | - To know that the Victorian period is named after Queen Victoria.<br>- To know that not all children attended school (until it was made compulsory) | - To understand why Queen Victoria is significant. | - To identify similarities and differences between their present and the past. - To know where | Ancient Egyptians<br>Great Plague<br>Mary Seacole<br>Grace Darling |

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| | Emily Davison (Oak) | and that some worked in local cotton mills. - To know that children in school and especially in Cotton Mills were treated poorly, injured or punished.<br>- To know that the Victorian period was a time for lots of new inventions (flushing toilets, cars, lightbulb, photographs, telephone).<br>- To know that the invention of steam power allowed steam powered machines to produce cotton goods on a large scale (industrial revolution).<br>- To know who L S Lowry is and his famous artwork.<br>- Lowry's work shows us what Manchester was like in Victorian times during the Industrial revolution. | - To explain how Victorians lived their everyday lives and how this was different for the rich and poor.<br>- To order Victorian inventions chronologically.<br>- To compare similarities and differences between life for children in the past compared to the Victorian period.<br>- To understand how the industrial revolution changed life within the Victorian period.<br>- To handle different sources and artefacts to ask and answer questions about the past.<br>- To understand why the art work of L S Lowry is significant. | some people and events fit into a chronological framework.<br>- To identify similarities and differences between now and the Victorian period.<br>- To understand changes within living memory compared to the Victorians.<br>- To identify the differences between modern Britain (living memory) and the Victorian era<br>- To understand the lives of significant historical individuals (Christopher Columbus, Queen Victoria, L.S. Lowry).<br>- To learn about significant Victorian places (Gawthorpe Hall) in our local area.<br>- To use timelines to order events, objects or key dates for significant people. | Nelson Mandela<br>Romans<br>Pendle Witches<br>British Monarchs<br>(Ash) |
| | **Key Vocabulary** | Queen Victoria, L S Lowry, inventions, Era, Period, Reign, Victorian, Coronation, Death Throne, Industrial Revolution, Cotton Mills, Workhouses, Factory, Bobbins, Cotton, Workmaster, School, Steam Power. | **Enrichment opportunities** | Class trip to Lancaster Lodgings. | |
| **Art (Drawing and Painting)** | **L.S. Lowry** | | | | |
| | - To begin to explore different | - To know that Lawrence Lowry was known for his paintings of Manchester | - To experiment with different media; pencils, rubbers, crayons, | **Drawing**<br>- To explore with confidence different | - To experiment with different grades of pencils |

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| | mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk. (Y1)<br>-To experiment with layering and mixing media (Y1).<br><br>-To mix primary and secondary colours (Y1). | and that he was born locally in Lancashire.<br>- Know that developed a distinctive style of painting and is best known for his urban landscapes peopled with human figures, often referred to as "matchstick men".<br>- Know that pencil grades tell you how light/hard and dark/soft a graphite pencil is.<br>- To know that hatching and cross-hatching are techniques to create tone. In hatching, the lines go in one direction, whereas in cross hatching, the lines cross over the top of each other.<br>- Know that tone refers to how light or dark or dark a colour is.<br>- To know that primary colours are red, yellow and blue whereas secondary colours are colour combinations created by the equal mixture of two primary colours.<br>- To know that a wash is a very thin layer of paint. | pastels, felt tips, charcoal, ballpoints and chalk.<br>- To be able to choose the most suitable grade of pencil for a drawing.<br>- To choose black or white to create tones.<br>- To experiment with brushes and paint. | mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk.<br>- To draw lines of different thickness and select from 3 different grades of pencil.<br>- To explore hatching and cross-hatching.<br>- To investigate tone by drawing light and dark lines.<br><br>**Painting**<br>- To be able to add black and white to create tones. - To create pieces using layering, mixing media and scraping through.<br>- To experiment by using a variety of brushes and types of paints.<br>- To explore primary and secondary colours on a colour wheel.<br>- To create background colours using a wash. | and to combine two when drawing (Y3).<br>- To experiment using different effects and textures including blocking in and colouring washed (Y3). |
| | **Key Vocabulary** | Hatching, cross hatching, tone, wash | **Enrichment opportunities** | Compare LS Lowry's work to buildings in our Lancashire area now. | |
| **Music (Performing and Singing)** | (Year 1)<br>- Know songs, chants and rhymes.<br>- To understand | - Know how to keep in time to the beat.<br>-Know that tempo can relate to being fast, moderate, slow, getting faster and getting slower.<br>- Know different sounds our voices can make. | - Understand how to perform songs staying in time- starting and finishing together e.g., clapping, stomping.<br>-Recognise how tempo changes a song and how you perform it. | -To identify the different levels of speed within tempo.<br>-To understand how to stay in time to the beat with songs. | - Sing songs clearly and starting to show control with pitch.<br>- Show an awareness of musical expression when |

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| | the difference between singing and speaking.<br>- To perform using un-tuned instruments. | -Know how to create expression in our voice. | | -Identify what sounds can be made from singing.<br>-Combine movement, voice and percussion in a performance.<br>-Perform with the use of a voice expressively. | - To understand different sounds our voices can make.<br>-To perform using movement, voice and percussion.<br>-To understand how to use expression within a performance. | performing to an audience. |
| | **Key Vocabulary** | Tempo (fast/moderate/slow/getting faster/getting slower) | | **Enrichment opportunities** | Local musician to come into class and perform. | |
| **PSHE (Family and Relationships)** | **How can I build safe, kind and caring relationships with others?** | | | | | |
| | Connecting with others: How can I help myself and others to feel happy and safe? (Year 1) | -Identify similarities and differences between themselves and others.<br>- Recognise that everyone has unique qualities which make them special.<br>- Explain why kindness towards people who are different is important.<br>- Comment or answer questions about families with respect for others.<br>- Ask for help with a falling-out if they need it.<br>- Say when something feels okay or not okay.<br>- Know it is never their fault if they feel unsafe.<br>- Identify and name trusted adults at home and at school.<br>- Use clear phrases to ask for help when something feels wrong or not okay.<br>- Recognise when they or someone else is being bullied. | | - Begin to use calming strategies with adult support.<br>- Describe who is in their family.<br>- Discuss how families are all unique.<br>- Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs).<br>- Recognise unkind behaviour and considering how it may affect someone's feelings or sense of belonging.<br>- Ask permission before touching or using someone else's things. - Express their own boundaries using simple language (e.g. 'I don't like that').<br>- Respect when others say no or need space.<br>- Use roleplay to ask for help with clear, simple words, such as 'I need help' or 'something is wrong'.<br>- Name trusted adults at home and school. | - To recognise and celebrate how people are different.<br>- To recognise that all families are different and all are special.<br>- To solve a falling-out kindly.<br>- To practise telling others when something feels okay or not okay to me.<br>- To name who I can talk to and what I can say if something feels unsafe or wrong.<br>- To recognise bullying behaviour and know what to do if it happens. | Connecting with others: What makes us feel safe and included? (Year 3). |

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| | | | - Recognise bullying behaviour in simple scenarios, including online. - Talk about how someone might feel when someone else is repeatedly unkind to them.<br>- Begin to express disagreement calmly (e.g. “I don’t agree” or “Can I have a turn too?”).<br>- Solve some minor disagreements with peers, using compromise, turn taking or asking for help from an adult.<br>- Recognise and admitting when they or others have behaved in a way that was unkind. | | |
| | **Key Vocabulary** | belong, bullying, calm, care, carer, fair, family, share, trust, trusted adult | **Enrichment opportunities** | | |
| **Physical Education** | **Dance: Moving Along** | | | | |
| | -Know what travelling is.<br>-Know how the body can be used to travel in different ways. | -Know how to travel in different ways.<br>-Know that movements can be created to represent something, such as transport.<br>-Know what a sequence is.<br>-Know that a dance is more than one sequence that has been linked together. | -Use different ways to travel to represent a form a transport.<br>-Use teamwork skills to plan and create a sequence. | -To be able to link four contrasting travelling movements in the style of transport.<br>-To develop teamwork skills to work in unison.<br>-To be able to create a short dance, using teamwork skills.<br>-To link two sequences to create a dance. | -Know and demonstrate a range of creative techniques to form a dance.<br>-Dance using action, space, dynamic and relationship. |
| | **Fundamental Movement Skills**<br>These skills are assessed and planned according to children’s strengths and target areas. | | | | |
| | **Key Vocabulary** | Travel, transport, sequence, teamwork, contrast. | **Enrichment opportunities** | For children to perform their dance routines in front of an audience. | |
| **Religious Education (Christianity: Jesus)** | **Why do Christians say that Jesus is the ‘Light of the World?’** | | | | |
| | Year 1- Autumn 2 | - To understand that some light sources are used to provide light, provide heat etc.<br>- To know that Christians refer to Jesus as the light of the world because they | - To know that some people use light as a source of comfort, security, guidance and hope. | - To identify different light sources and discuss their uses.<br>- To discuss the importance of light in everyday life. | Ash- Spring 2. |

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| | Why is Jesus special to Christians? | believe Jesus is guiding them through life to ensure they live a life of success and happiness.<br>- To know that light is used several times in Christmas celebrations such as; advent candles, candlelight services, Christingles.<br>- To know that Christians refer to Jesus as Christ, Messiah, Saviour and The Son of God | - To identify how and why light might be used as an important symbol.<br>- To talk about the people who provide them comfort, security and hope. | - To suggest what Christians means when they refer to Jesus as the 'Light of the World'.<br>- To identify ways in which Christians might use light as part of the Christmas celebrations. (Advent candles, candlelight services, Christingles)<br>- To talk about the different ways that Christians might celebrate Christmas.<br>- To be aware of the other titles Jesus has been given by Christians. | Is sacrifice an important part of religious life? |
| | **Key Vocabulary** | Light, guidance, Christingle, Christians, Christmas | **Enrichment opportunities** | -Interview or email a Christian and ask how Jesus is a light to them and how that knowledge alters their actions to others.<br>-Create their own Christingle | |