

Year two: Term 1: Australia

Concepts															
Global Learning	<p>SCSM - Me & My World</p> <table border="1" data-bbox="237 233 1512 507"> <tr> <td data-bbox="237 233 555 276">Social</td> <td data-bbox="555 233 873 276">Cultural</td> <td data-bbox="873 233 1191 276">Spiritual</td> <td data-bbox="1191 233 1512 276">Moral</td> </tr> <tr> <td data-bbox="237 276 555 507"> To use a range of social skills to work alongside and together with a range of different children. *Subject to Covid Risk Assessments. To develop whole school / year group / class activities. PSHE - Relationships </td> <td data-bbox="555 276 873 507"> To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities Stories from around the world. </td> <td data-bbox="873 276 1191 507"> To consider their own beliefs and learn about and respect those of the world around them RE – 1.8 How we should care for others and the world and why does it matter? Part 2 </td> <td data-bbox="1191 276 1512 507"> To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues Environmental Issues & Recycling </td> </tr> </table>				Social	Cultural	Spiritual	Moral	To use a range of social skills to work alongside and together with a range of different children. *Subject to Covid Risk Assessments. To develop whole school / year group / class activities. PSHE - Relationships	To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities Stories from around the world.	To consider their own beliefs and learn about and respect those of the world around them RE – 1.8 How we should care for others and the world and why does it matter? Part 2	To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues Environmental Issues & Recycling	<p>Celebrations</p> <ul style="list-style-type: none"> • Harvest • Diwali • Christmas <p>RE - 1.6 How & Why do we celebrate special and sacred times?</p> <p>The UK - To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas To use world maps, atlases and globes to identify the United Kingdom and its countries. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>		
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Knowledge	<p>Science</p> <p><i>Living things and their habitats</i></p> <ul style="list-style-type: none"> • 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><i>Animals, including humans:</i></p> <ul style="list-style-type: none"> • To notice that animals, including humans, have offspring which grow into adults. • To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 		<p>History/Geography</p> <p>Geography:</p> <p>Locational knowledge.</p> <ul style="list-style-type: none"> • To name and locate the world's 7 continents and 5 oceans. <p>Place knowledge</p> <ul style="list-style-type: none"> • To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography.</p> <ul style="list-style-type: none"> • 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 		<p>Art</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing and painting to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Children can:</p> <ul style="list-style-type: none"> • Name primary and secondary colours. • Name the colours they use. 										
Skills	<p>Working Scientifically: Year 2 Throughout the year pupils should be taught to use the following practical scientific methods, processes and skills through the programme of study content. These objectives can be taught through use of Sam the Scientist but should also be evident during other science lessons:</p> <table border="1" data-bbox="237 1109 1034 1431"> <tr> <td colspan="2" data-bbox="237 1109 1034 1134">Statutory requirements. Pupils should be:</td> </tr> <tr> <td data-bbox="237 1134 465 1267">asking simple questions and recognising that they can be answered in different ways</td> <td data-bbox="465 1134 1034 1267">To ask simple questions, suggest ways in which they may be answered and recognise that questions can be answered in different ways. (Where appropriate, this may include research using secondary sources.)</td> </tr> <tr> <td data-bbox="237 1267 465 1350">observing closely, using simple equipment</td> <td data-bbox="465 1267 1034 1350">To observe closely, using simple equipment and measurements. Where appropriate, to observe changes over time.</td> </tr> <tr> <td data-bbox="237 1350 465 1431">performing simple tests</td> <td data-bbox="465 1350 1034 1431">To perform simple comparative tests. With support, begin to recognise when a test is fair.</td> </tr> </table>		Statutory requirements. Pupils should be:		asking simple questions and recognising that they can be answered in different ways	To ask simple questions, suggest ways in which they may be answered and recognise that questions can be answered in different ways. (Where appropriate, this may include research using secondary sources.)	observing closely, using simple equipment	To observe closely, using simple equipment and measurements. Where appropriate, to observe changes over time.	performing simple tests	To perform simple comparative tests. With support, begin to recognise when a test is fair.	<p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • To use world maps, atlases and globes to identify the continents and oceans studied at this key stage. • To use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map. To use a compass. • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 		<table border="1" data-bbox="1512 992 2143 1439"> <tr> <td data-bbox="1512 992 1832 1439"> <p>Drawing – Children can:</p> <ul style="list-style-type: none"> • Draw with increasing pencil control. • Draw with increasing proficiency using a variety of media (pencil, pencil crayons, wax crayon, charcoal, felt pens, pastels, chalk, biro). • Explore the use of light and dark tones in a drawing. • Solidly fill in the outline of a shape. • Draw simple images from observation and imagination. • Create textures in their drawing (<i>smudge with fingers, use the flat side of the pencil, use stippling, use hashed lines</i>). </td> <td data-bbox="1832 992 2143 1439"> <p>Painting - Children can:</p> <ul style="list-style-type: none"> • Make shades by adding black and tints by adding white (to a colour). • Use a suitable brush to produce marks appropriate to the work e.g. small brush for small marks, large brush for large marks. • Apply paint with increasing control. • Begin to apply colour to convey a mood. • Continue to work on different scales. </td> </tr> </table>	<p>Drawing – Children can:</p> <ul style="list-style-type: none"> • Draw with increasing pencil control. • Draw with increasing proficiency using a variety of media (pencil, pencil crayons, wax crayon, charcoal, felt pens, pastels, chalk, biro). • Explore the use of light and dark tones in a drawing. • Solidly fill in the outline of a shape. • Draw simple images from observation and imagination. • Create textures in their drawing (<i>smudge with fingers, use the flat side of the pencil, use stippling, use hashed lines</i>). 	<p>Painting - Children can:</p> <ul style="list-style-type: none"> • Make shades by adding black and tints by adding white (to a colour). • Use a suitable brush to produce marks appropriate to the work e.g. small brush for small marks, large brush for large marks. • Apply paint with increasing control. • Begin to apply colour to convey a mood. • Continue to work on different scales.
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	<p>identifying and classifying</p> <p>To identify and classify objects materials and living things and, where appropriate, decide how to group or sort them.</p>			
	<p>using their observations and ideas to suggest answers to questions</p> <p>To use observations and ideas to suggest answers to questions. Begin to notice simple patterns and relationships.</p>			
	<p>gathering and recording data to help in answering questions.</p> <p>To gather and record data to help in answering questions. To apply statistical representations explored through the maths curriculum – e.g., simple pictograms, tally charts, block diagrams and tables.</p>			
	<p>Vocabulary: Year two -Question, find out, observe, describe, test, compare, fair, group, classify, pattern, relationship. -Measure, length, height, mass/weight, time, temperature -Record, results, table, tally chart, pictogram, block diagram</p>			
Vocabulary	<ul style="list-style-type: none"> Reproduce, offspring, grow, adults, fish, amphibian, reptile, bird, mammal, humans Survival, water, food, air, shelter Exercise, fit, healthy, food, fruit, vegetables, meat, fish, eggs, nuts, pulses, beans, milk, cheese, bread, pasta, rice, butter, vegetable oil, olive oil Common names of fish, amphibians, reptiles, birds, mammals including pets and those found in the local environment Common structure of animals and humans including, head, face, ears, hair, eyes, nose, mouth, teeth, cheek, chin, neck, body, arms, hands, fingers, paws, fins, wings, legs, feet, toes, tail, skin, scales, fur, feathers Herbivore, carnivore, omnivore Food chain 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Drawing Portrait, Self-portrait, Line drawing, Detail, Landscape, Thick, thin, Dark/light, Bold, Space, Shape(s), Regular shape, Irregular shape, Straight / curved</p>	<p>Painting Colour words, Primary colours, Secondary colours, Darker, Lighter, Brushstrokes – dab, stipple, long strokes, short strokes.</p>

Computing		DT
<p>Information Technology Around Us</p> <ul style="list-style-type: none"> To recognize uses and features of information technology, at home and beyond school To explain how information technology benefits us To show how to use technology safely 	<p>Online Safety:</p> <ul style="list-style-type: none"> To use technology safely and respectfully <p>With a focus on:</p> <ul style="list-style-type: none"> Self Image & Identity Online Relationships Privacy & Security 	<p>Design</p> <ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria
Music		PE
<p>Charanga: Ho, Ho, Ho</p> <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music 		<ul style="list-style-type: none"> 1 hour timetabled per week - REAL PE For Autumn 1 - Balance FUNS 1, 2, 3, 4, 5, 6, 7 REAL Dance For Autumn 2 - Shapes <p>30 minutes per day – Physical Activity</p> <ul style="list-style-type: none"> Outdoor games / Go Noodle / Adventurous Activity etc.

- To experiment with, create, select and combine sounds using the inter-related dimensions of music.

Activity focus:

- To find and march in time with a pulse.
- To copy and clap back rhythms
- To make up your own rhythm
- To play instruments using up to three notes.
- To compose a simple melody.

Classical Music Appreciation and Evaluation - Camille Saint-Saëns The Carnival Of The Animals

- master basic movements including running and jumping, as well as developing balance, agility and co-ordination.
- Increase physical and mental health through exercise

RE

1.8 How we should care for others and the world and why does it matter? Part 1	1.1 Who is a Christian and what do they believe? Part 1
<p>Recognise that some people believe God created the world and so we should look after it (A2).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>	<p>Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Make links between what Jesus taught and what Christians believe and do (A2).</p>

1.6 How & Why do we celebrate special and sacred times?
Harvest / Christmas / Easter / Ramadan & Eid il Fitr / Pentacost

Identify a special time they celebrate and explain simply what celebration means (A1).

Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).

Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).

- Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).

Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).

Collect examples of what people do, give, sing,

PSHE - Relationships

<p>Families and friendships</p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<p>Session 1 how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends</p> <p>Session 2 strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p>Session 3 about what causes arguments between friends how to positively resolve arguments between friends</p> <p>Session 4 how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p>
<p>Safe relationships</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<p>Session 5 how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>Session 6 about what bullying is and different types of bullying how someone may feel if they are being bullied</p> <p>Session 7 about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use</p>
<p>Respecting ourselves and others</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<p>Session 8 about the things they have in common with their friends, classmates, and other people how friends can have both similarities and differences</p> <p>Session 9 how to play and work cooperatively in different groups and situations</p> <p>Session 10 how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p>

remember or think about at the religious celebrations studied, and say why they matter to believers (C1).

Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).

Identify some similarities and differences between the celebrations studied (B3).