



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Science	Working scientifically	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	Ask simple scientific questions Use simple equipment to make close observations Carry out simple tests Identify and classify things Using my tests and observations to suggest what I have found out Gather, record and use data to answer questions	Previous vocab plus observe changes over time, notice patterns, secondary sources, hand lenses, egg timers, identify, classify, data.	Exercise makes our heart pump faster Predict what will happen before during after exercise Know how to measure accurately and record the information
	Animals	<ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	.	Offspring, life cycles, grow, change, adults, basic needs, water, food, air survival, exercise, food types (fruit and veg, bread, rice, pasta milk, dairy, foods high in fat and sugar, meat, fish, eggs, beans), hygiene.	Naming babies including Puppy kitten lamb calf gosling snakelet piglet foal tadpole owl Lifecycle of a frog Lifecycle of a butterfly Lifecycle of a sheep Lifecycle of a human Basic needs water food air shelter Know what is in the food groups, dairy, protein, fruit/veg fats sugars



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Computing	E Safety	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies recognise common uses of information technology beyond school	<ul style="list-style-type: none"> • To begin to understand that not everything on the internet is true. • To know not to accept from people we don't know. • To begin to know not to share personal information online. 	Choices, internet, equipment, buttons, movement, screen, mouse, images keyboard paint, technology, share, create, internet, collect, photos, organise, count,	Know that not everything on the internet is true. Know not to share personal information name address
	Technology (Digital Literacy)	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies recognise common uses of information technology beyond school	<ul style="list-style-type: none"> • To describe the things that happen online that I must tell an adult about. • To talk about why it is important to be kind and polite online and in real life. • To understand that not everyone is who they say they are on the Internet. 		Know that not everyone is who they say they are on the Internet Know to use polite and kind words on the internet
	Information technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> • To confidently turn on a computer and open an application. • To begin to locate and type different letters on the keyboard. 	Appropriate/inappropriate sites Cyber-bullying Digital footprint Keyword searching Forward Backward	How to turn on computer log in and find appropriate programme Locate and type different letters on the keyboard.



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

			<ul style="list-style-type: none"> • To begin to locate and type simple words using the keyboard. • To begin to understand how to edit a word doc. • To, in pairs, be able to save a word doc into the pupil shared work area. 	Right-angle turn Algorithm Sequence Debug Predict Capturing moments Magnified images Questions Data collection Graphs Charts Save Retrieve Information sources Communication Purposes Website content Paint effects Templates Animation Documents Index finger typing Enter/return Caps lock Backspace	Know how to make simple changes in a word document including changing the word, capital letters font colour spacing. Know how to save.
--	--	--	---	--	---



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Geography	Locational Knowledge	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none"> To check all knowledge from Year 1 has been retained. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas To draw a simplified sketch map of the UK. 	<p>Key Physical Geography vocabulary: (in addition to the previous year) beach, cliff, coast, valley, vegetation, weather patterns, English Channel, Irish Sea, North Sea, Atlantic Ocean, Island</p> <p>Key Human Geography vocabulary: (in addition to the previous year) port, harbour, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, British Isles.</p> <p>Use simple compass directions (North, South, East, West) and locational and directional language [e.g near, far, left, right], sketch, mapping,</p>	<p>Know the names of the countries of the UK and the oceans. Know the capitals of England, Scotland, Wales and Northern Ireland Know the shape of the UK to draw a simple sketch.</p>
	Place knowledge	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	<ul style="list-style-type: none"> To compare a local city/town in the UK with a contrasting city/town in a different country; 		<p>Know the names of human features such as Buckingham Palace, Tower Bridge, Edinburgh Castle, Giants Causeway, Conwy Castle and physical features such as Mountains and Lakes, Ben Nevis, Windermere</p> <p>Contrasting</p>
	Geographical skills and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> To encourage children to ask simple geographical questions; Where is it? What's it like? To investigate their surroundings 		<p>Recognise UK on a small scale and larger scale map Know how to draw a simple map with 3 features and a simple key</p>



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

		<p>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 Geography – key stages 1 and 2 3.</p> <p>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.</p> <p>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>	<ul style="list-style-type: none"> • To make simple comparisons between features of different places. • To conduct regular fieldwork activities <p>Scale/Distance</p> <ul style="list-style-type: none"> • To begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) <p>Map Knowledge</p> <ul style="list-style-type: none"> • To locate and name on UK map major features e.g. London, River Thames, home location, seas. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
History	Chronological understanding	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and	<ul style="list-style-type: none"> • To sequence photographs from different periods of their life. • To place events on a simple timeline, adding times previously studied. 	Chronological time consolidation, Sequence, Chronological Order, Recent History, Earlier, Later, Decades, Centuries Question, Artefact, Newspapers, Websites,	Know their own birthday age and significant events and show them on a timeline Put the Moon Landing 1969 and Gracie Fields WW2



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

		events they study fit within a chronological framework.		Historians, Primary /Secondary Evidence, Information, Like or dislike, Significant, Tally chart, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event Guy Fawkes, Guido, Parliament, Protestants, Catholics, Robert Catesby, King James I, Government, Gunpowder, Unsuccessful, Traitor, Remembered.	
	Range and depth of historical knowledge	Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> To recognise why people did things, why events happened and what happened as a result. 		Know the differences between Protestants and Catholics in this period of time. Know that Guy Fawkes was Catholic and wanted to get rid of the King. know the story of the Gunpowder plot. Know that the Houses of Parliament are in London. Know who Lord Montecagle was.
	Historical interpretation	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none"> To compare pictures or photographs of people or events in the past. To use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. 		Know that photographs and paintings can give a picture of what life was like in the past. Know that paintings can be embellished and might not be completely accurate.
	Historical enquiry	Children should ask and answer questions, using other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> To ask and answer appropriate Historical questions, using their growing Historical knowledge. 		
	Organising and presenting	Pupils should use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> To communicate their knowledge though discussion, drawing, drama and role play, making models, writing and ICT. 		



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

			<ul style="list-style-type: none"> To use simple terms to talk about the passing of time. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Art and Design	Developing Ideas	KS1 pupils should be taught to use a range of materials creatively to design and make products.	Early sketch book work <ul style="list-style-type: none"> To plan and develop simple ideas To build information on colour mixing, the colour wheel and colour spectrums To collect textures and patterns to inform other work 	Applique Chalks clay Colouring contrast Dye Fabric Fray fringe Irregular knot Malleable Man made Mod rock natural Oil pastels over printing overlap overlay pastel pencils Pencils plait Regular sculpture shades	Know that the sketch book is to record their ideas and try things out. Know the primary colours, red, blue, yellow. Know the secondary colours and how they are made. Know the terms warm and cool colours and use sketchbooks to record these.
	Drawing	KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination.	<ul style="list-style-type: none"> To continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. 		
	Painting	KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination.	<ul style="list-style-type: none"> To understand how to make tints using white and tones by adding black to make darker and lighter shades. To build confidence in mixing colour shades and tones. To understand the colour wheel and colour spectrums. To be able to mix all the secondary colours using primary colours confidently. 		Know how to use the primary colours to make secondary colours on a colour wheel. Know to make a tint you add white. Know to make a shade we add black.



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

	Sculpture	KS1 pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination.	<ul style="list-style-type: none"> • To use equipment and media with increasing confidence. • To use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... • To explore carving as a form of 3D art. 	stitch surfaces texture tint Tools twist	Know how to create a collage using primary coloured squares. Know how to carve clay.
	Textiles	KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<ul style="list-style-type: none"> • To express links between colour and emotion. 		
	Responding to art	KS1 pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.	<ul style="list-style-type: none"> • To continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. • To express thoughts and feelings about a piece of art. • To reflect and explain the successes and challenges in a piece of art created. • To explain how a piece of art makes them feel – link to emotions. Identify changes they 		Know and recognise art by Piet Mondrian. Know and recognise art by Mark Rothko. Recognise that pictures can make you feel different things. Know and recognise art by Wassily Kandinsky.



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

			might make or how their work could be developed further		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PE	Dance	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including running, jumping, 	Health and fitness <ul style="list-style-type: none"> • To recognise and describe how the body feels during and after different physical activities. • To explain what they need to stay healthy Dance Skills <ul style="list-style-type: none"> • To copy, remember and repeat actions. • To create a short motif inspired by a stimulus. • To change the speed and level of their actions. • To use simple choreographic devices such as unison, canon and mirroring. • To use different transitions within a dance motif. • To move in time to music. • To improve the timing of their actions. 	Beat Flow Independent Method Movements Performance Travel	Know how the body feels during and after different physical activities. Know what they need to stay healthy Dance Skills Know how to copy, remember and repeat actions. Know how to create a short motif inspired by a stimulus. Know how to change the speed and level of their actions. Know how to use simple choreographic devices such as unison, canon and mirroring. Know how to use different transitions within a dance motif. Know how to move in time to music. Know how to improve the timing of their actions. Compete/Perform Know how to perform sequences of their own



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

		throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • perform dances using simple movement patterns.	Compete/Perform • To perform sequences of their own composition with coordination. • To perform learnt skills with increasing control. • To compete against self and others. Evaluate • To watch and describe performances, and use what they see to improve their own performance. • To talk about the differences between their work and that of others.		composition with coordination. Know how to perform learnt skills with increasing control. Know how to compete against self and others. Evaluate Know how to watch and describe performances, and use what they see to improve their own performance. Know how to talk about the differences between their work and that of others
	Gymnastics	The main KS1 national curriculum aims covered in the Gymnastics units are: • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	Health and fitness • To recognise and describe how the body feels during and after different physical activities. • To explain what they need to stay healthy Acquiring and Developing Skills in Gymnastics (General) • To copy, explore and remember actions and movements to create their	Apparatus Balance Patches Points Shapes Travelling Shoulder Stand Tension	Acquiring and Developing Skills in Gymnastics (General) Know how to copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Know how to travel in a variety of ways, including rolling. Know how to hold a still shape whilst balancing on different points of the body.



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

			<p>own sequence. Link actions to make a sequence.</p> <ul style="list-style-type: none"> • To travel in a variety of ways, including rolling. • To hold a still shape whilst balancing on different points of the body. • To jump in a variety of ways and land with increasing control and balance. <p>Rolls</p> <ul style="list-style-type: none"> • To complete log roll (controlled) • To complete curled side roll (egg roll) (controlled) • To complete teddy bear roll (controlled) • To rock for forward roll • To complete crouched forward roll <p>Jumps</p> <ul style="list-style-type: none"> • To complete straight jump • To complete tuck jump • To complete jumping jack • To complete half turn • To complete Cat spring 		<p>Know how to jump in a variety of ways and land with increasing control and balance.</p> <p>Rolls</p> <p>Know how to complete log roll (controlled)</p> <p>Know how to complete curled side roll (egg roll) (controlled)</p> <p>Know how to complete teddy bear roll (controlled)</p> <p>Know how to rock for forward roll</p> <p>Know how to complete crouched forward roll</p> <p>Jumps</p> <p>Know how to complete straight jump</p> <p>Know how to complete tuck jump</p> <p>Know how to complete jumping jack</p> <p>Know how to complete half turn</p> <p>Know how to complete Cat spring</p> <p>Know how to complete Cat spring to straddle</p> <p>Handstands, cartwheels and round-offs</p> <p>Know how to bunny hop</p>
--	--	--	--	--	--



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

			<ul style="list-style-type: none"> • To complete Cat spring to straddle Handstands, cartwheels and round-offs • To bunny hop • To complete front support wheelbarrow with partner • To t-lever • To scissor kick Travelling and Linking actions • To tiptoe, step, jump and op • To hopscotch • To skip • To gallop • To complete straight jump half-turn Compete/Perform • To perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. Evaluate • To watch and describe performances and use what they see to improve their own performance. 		<p>Know how to complete front support wheelbarrow with partner</p> <p>Know how to t-lever</p> <p>Know how to scissor kick</p> <p>Travelling and Linking actions</p> <p>Know how to tiptoe, step, jump and op</p> <p>Know how to hopscotch</p> <p>Know how to skip</p> <p>Know how to gallop</p> <p>Know how to complete straight jump half-turn</p> <p>Compete/Perform</p> <p>Know how to perform sequences of their own composition with coordination.</p> <p>Know how to perform learnt skills with increasing control.</p> <p>Evaluate</p> <p>Know how to watch and describe performances and use what they see to improve their own performance</p>
--	--	--	--	--	---



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

			<ul style="list-style-type: none"> To talk about the differences between their work and that of others. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Music	Singing	Use their voices expressively and creatively by singing songs and speaking chants and rhymes;	<ul style="list-style-type: none"> To sing songs regularly with a pitch range of do-so with increasing vocal control. To sing songs with a small pitch range, pitching accurately. To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). 	Acoustic, layering, soundmakers, accompaniment, musical, elements, structure, body, percussion, notation, tempo, call and response, ostinato, texture, chord, phrase, timbre, drone, pitch [high/ low sounds], tuned percussion, duration, movement [of sound], untuned percussion, dynamics [volume], playing, methods, xylophone, free/arrhythmic, pulse and beat, produce, improvisation, score, sound, quality	
	Listening	Listen with concentration and understanding to a range of high-quality live and recorded music;	<ul style="list-style-type: none"> To develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are 		Know and recognise 'Bolero' Know and recognise instruments in a piece of music, piano, guitar, violin, drum, flute, trumpet.



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

			<p>listening to, singing and playing.</p> <ul style="list-style-type: none"> • To listen to recorded performances and opportunities to experience live music making in and out of school. 		
	Composting	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none"> • To create music in response to a non-musical stimulus. • To work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • To use music technology to capture, change and combine sounds. 		
	Musicianship pulse/beat	Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> • To understand that the speed of the beat can 		



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

			<p>change, creating a faster or slower pace (tempo).</p> <ul style="list-style-type: none"> • To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • To walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. • To begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • To identify the beat groupings in familiar music that they sing regularly and listen to. 		
	Musicianship pitch	Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> • To play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. 		



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

			<ul style="list-style-type: none"> • To sing short phrases independently within a singing game or short song. • To respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion. 		
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
Design Technology	Design	Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	<ul style="list-style-type: none"> • To have own ideas and plan what to do next • To explain what I want to do and describe how I may do it • To design products for myself and others following design criteria • To choose best tools and materials, and explain choices • To use knowledge of existing products to produce ideas. 	<p>Fruit and Vegetable names, names of equipment and utensils, sensory vocabulary e.g soft juicy, crunchy sweet sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients.</p> <p>Cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder</p>	



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

	Make	<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 	<ul style="list-style-type: none"> • To explain what I am making and why it fits the purpose *make suggestions as to what I need to do next. • To join materials/components together in different ways *measure, mark out, cut and shape materials and components, with support. *describe which tools I'm using and why • To choose suitable materials and explain choices depending on characteristics. 	<p>Joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish.</p> <p>Vehicle, wheel axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used</p> <p>Investigating, planning, design, make, evaluate, user, purpose, ideas, design, criteria, product, function I think..... because..... I prefer.....because..... My partner thinks.....</p>	
	Evaluate			<p>I agree/disagree because.....</p>	
	Technical Knowledge Materials and structure	Build structures, exploring how they can be made stronger, stiffer and more stable	<ul style="list-style-type: none"> • To measure materials • To describe some different characteristics of materials • To join materials in different ways • To use joining, rolling or folding to make it stronger • To use own ideas to try to make product stronger 	<p>It / This is.....and... This has... and ... The.....is.....and... They are....and.... I feel...because... This is a big, round, red, beach ball First..... (First put the hat on) Next..... After that...</p>	



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

				<p>Finally... Last of all...</p> <p>I.....because..... When Ibecause..... After I..... The.....because..... We/They.....because..... How.....</p>	
	Strand	National curriculum	Expectation	Vocabulary	Knowledge
RE	Who is a Muslim and what do they believe?		<p>☐ Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>☐ Re-tell a story about the life of the Prophet Muhammad.</p> <p>☐ Recognise some objects used by Muslims and suggest why they are important.</p> <p>☐ Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p>☐ Find out about and respond with ideas to examples of co-operation between people who are different.</p>	<p>Christianity Christian, God, Creator, Christmas, disciple, Easter, Jesus, Church, altar, font, Bible, Gospel, Holy Spirit, baptism, Christening, faith, Harvest, holy, Hymn, prayer, priest, vicar, worship</p> <p>Islam Muslim, Islam, Allah, Prophet, Mosque, Eid, Qur'an, moon and star.</p>	



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

	Who is Jewish and what do they believe?		<p>☑ Talk about how the mezuzah in the home reminds Jewish people about God.</p> <p>☑ Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</p> <p>☑ Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.</p>	<p>Judaism</p> <p>Jewish, Synagogue, Torah, Bimah, Hanukkah, Ark, Judaism, Shabbat, Joseph, Kippah</p> <p>Hinduism</p> <p>Murtis, Gods and Goddesses, puja, home shrine, devotion, Ganesha, Aum, Diwali, offering, Rama, Sita, worship, Vishnu</p> <p>General religious vocabulary</p> <p>Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred. creation story.</p>	
--	---	--	---	---	--



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

	Strand	National curriculum	Expectation	Vocabulary	Knowledge
PSHE	Health and Wellbeing	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. What is meant by a healthy lifestyle? 2. How to maintain physical, mental and emotional health and wellbeing. 3. How to manage risks to physical and emotional health and wellbeing. 4. Ways of keeping physically and emotionally safe. 5. about managing change, including puberty, transition and loss. 6. How to make informed choices about health and wellbeing and to recognise sources of help with this. 7. How to respond in an emergency. 8. To identify different influences on health and wellbeing. 	<p>Staying Safe - I don't Know</p> <ul style="list-style-type: none"> • To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know <p>Consequences - Good Vs Bad</p> <ul style="list-style-type: none"> • To understand that all actions have consequences • To learn to take responsibility for our actions • To recognise how their behaviour affects other people <p>To recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>Aspirations - It's a Goal</p> <ul style="list-style-type: none"> • To think about themselves, learn from experiences and recognise what they are good at • To recognise choices that they can make and value their achievements <p>To learn how to set simple goals and targets for themselves</p> <p>Keeping Clean - Bath Time</p>	<p>relationships • consideration • sensitivity • rules • apply • difference • right • wrong • common goals • community • reflect • share • opinions • identify • different • relationships • strengths • weak-nesses • real-life • set goals • prioritise • choices • healthy eating • health • substances • manage • risk • personal hygiene • differences • choices • improve • health • physical activity • beneficial • regular • activity • physical changes • recognise • fair • unfair • reflect • respect • views • money • relationships • influence • positively • negatively • collaborate • responsible • recognise • spending money • common goals • contribute • enterprise • afford • choices</p>	



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

			<ul style="list-style-type: none"> • To learn about the importance of and reasons for bathing and showering To manage basic personal hygiene 		
	Relationships	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. 2. How to recognise and manage emotions within a range of relationships. 3. How to recognise risky or negative relationships including all forms of bullying and abuse. 4. How to respond to risky or negative relationships and ask for help. 5. How to respect equality and diversity in relationships 	<p>Friendship - Hola! Bonjour!</p> <ul style="list-style-type: none"> • To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships <p>Friendship - Share Alike!</p> <ul style="list-style-type: none"> • To learn about the importance of sharing as part of friendship and kindness <p>To recognise the difference between right and wrong and what is fair and unfair</p> <p>Fair and Unfair - It's Not Fair!</p> <ul style="list-style-type: none"> • To recognise what is fair and unfair <p>To learn to take part in discussions with the whole class</p> <p>Right and Wrong - In the Right</p> <ul style="list-style-type: none"> • To understand the difference between right and wrong <p>To recognise right and wrong, what is fair and unfair and explain why</p> <p>Co-operation - Negotiation</p>		



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

			<ul style="list-style-type: none"> • To recognise the importance of listening to other people To understand the importance of being able to work cooperatively • To understand the concept of negotiation Cooperation - Want to Play? • To understand the importance of being able to play and work cooperatively To work independently and in groups, taking on different roles and collaborating towards common goals • To take part in a simple debate about topical issues^[SEP] • To share opinions and explain their views^[SEP] To reflect on the similarities and differences between people Co-operation - Let's Debate 		
	Living in the wider world	Pupils will be taught: 1. About respect for self and others and the importance of responsible behaviours and actions. 2. About rights and responsibilities as members of families, other groups and ultimately as citizens.	Our School Common Goals! <ul style="list-style-type: none"> • To understand their role in the class community To know how to contribute to the life of the classroom Belonging - I belong ... • To understand that they belong to various groups and communities 		



Autumn Medium Term Plan – Year 2

School Driver Focus

Autumn 1 – Self-Manager

Autumn 2 – Team Worker

		<p>3. About different groups and communities.</p> <p>4. To respect equality and to be a productive member of a diverse community.</p> <p>5. About the importance of respecting and protecting the environment.</p> <p>6. About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>7. How money plays an important part in people's lives.</p> <p>8. A basic understanding of enterprise.</p>	<p>To work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>Belonging - Join Our Club!</p> <ul style="list-style-type: none">• To develop a sense of belonging in the wider community		
--	--	---	---	--	--