

Year group: 2 Term: Autumn 1

Focus Subject: Geography

Key Vocabulary:

Map, route, key, journey, map symbol, aerial view, title, globe, atlas, city, countryside, town, farm, compass, sketch map, country, ocean, sea, north, south, east, west, continent, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Antarctic Ocean

Relationships and Health Education:

Children will learn that:

- We are created individually by God
- God wants us to talk to Him often through the day and treat Him as our best friend
- God has created us, His children, to know, love and serve Him
- We are created as a unity of body, mind and spirit: who we are matters and what we do matters
- We can give thanks to God in different ways

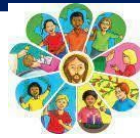
RE: as theologians, we will:

Knowledge and Understanding learning about:

- Recognise some religious stories
- Retell, in any form, a narrative that corresponds to the scripture source used
- Recognise that people act in a particular way because of their beliefs
- Describe some of the actions and choices of believers that arise because of their belief
- Recognise some religious signs and symbols used in worship
- Describe some religious symbols and the steps involved in religious actions and worship

Engagement and response learning from:

- Say what they wonder about
- Ask wondering questions
- Talk about their own feelings, experiences and the things that matter to them
- Ask and respond to questions about their own and others' feelings



Geography: As geographers, we will:

Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2)

Draw a sketch map of a route with some approximate scale and features in correct order

Use and interpret 4 compass points

Using an atlas to find places within the UK, around the world and locating the World's five main oceans.

The UK and our local area have daily weather patterns. - Examples of weather include sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy (with thunder and lightning) Weather is a description of what the conditions are like in a particular place. We can gather information about the weather in a particular place, Identify patterns (in the weather)

BIG Question: Where in the world am I?

Computing: As programmers, we will

Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

Practise at Home:

Timetables Rockstars

IXL

Spelling Shed – weekly spellings

Daily reading

As Musicians, we will:

In this unit, we ask 'How Does Music Teach Us About the Past?' as an entry point for the broad Social Theme of 'Music Is a Storyteller and Time Traveller'. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.

Science: As scientists, we will:

- Identify major organs in human body Function of different parts of the body
- Different types of exercise Importance of exercise Heart rate investigation
- Major food groups and examples Designing a balanced meal
- Characteristics of babies, toddlers, children, teenagers, adults and elderly people Creating a human changes timeline
- Defining germs and hygiene Florence Nightingale and hygienic hospital practices Mould investigation
- The role of doctors and nurses. The achievements of Edward Jenner and Mary Seacole Different jobs: epidemiologist, sports scientist, nutritionist
- 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

PE: As athletes, we will:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Maths: As mathematicians, we will

Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100

Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers

Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

Solve problems with addition and subtraction; using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

Find different combinations of coins that equal the same amounts of money

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change



Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Walking around Bodmin, visiting church in RE lessons (Baptism)

DT: As designers, we will:

- Begin to select tools and materials; use vocab' to name and describe them
- Measure, cut and score with some accuracy
- Use hand tools safely and appropriately
- Assemble, join and combine materials in order to make a product
- Cut, shape and join fabric
- Use basic sewing techniques
- Follow safe procedures for food safety and hygiene
- Choose and use appropriate finishing techniques
- Evaluate against their design criteria
- Evaluate their products as they are developed, identifying strengths and possible changes they might make
- Talk about their ideas, saying what they like and dislike about them



English: As readers and writers, we will:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing poetry
- writing for different purposes - information books/instructions
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Art: As artists, we will:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture 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
- to know about the work of a range of artists, craft makers and, describing the differences and similarities between different practices and disciplines, and making links to their own work.