

Year 2 – Autumn – UK

	National Curriculum objective(s)	Success criteria	Project work	Tier 2 Vocabulary	Tier 3 Vocabulary	Links to previous and future learning
History	<ul style="list-style-type: none"> Learn about the lives of significant people and compare aspects of their life Learn about significant historical events Learn about changes within living memory 	<ul style="list-style-type: none"> I can name when and where the Great Fire of London started I can describe 3 key events from Samuel Pepys' diary I can order the events of Bonfire night I know that the UK have left the EU 	<ul style="list-style-type: none"> Make a Tudor house picture with key dates and facts inside Draw and label a picture of Samuel Pepys with key events Order pictures of the bonfire plot Hold a class debate and ballot about the EU 	<ul style="list-style-type: none"> Fire London Diary Bonfire Barrels Parliament 	<ul style="list-style-type: none"> Gunpowder Samuel Pepys EU 	Y1- Emma Bridgewater and relating to pottery.
Geography	<ul style="list-style-type: none"> Name and locate the UK's countries, seas and capital cities Use world maps, atlases and globes to identify the UK and its countries Recognise features on aerial photographs and plans and devise a map with symbols and key 	<ul style="list-style-type: none"> I can name the 4 UK countries and capitals I can name the UK seas I can draw a profile and aerial view of a small object I can draw a map of a small part of the school, e.g. classroom 	<ul style="list-style-type: none"> Make a UK jigsaw puzzle with capital cities Colour the UK seas on a map and label them Aerial view quiz Drawing and comparing an object from the front and top Making a classroom map with symbols (Physical map for scaffolding) 	<ul style="list-style-type: none"> 4 countries Aerial Profile Map Symbol key 	<ul style="list-style-type: none"> Sea names Bird's eye 	Y1- Stoke- On-Trent area, Naming local cities and towns. Y1- Labelling aerial photographs.
Art and Design	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Learn about the work of a range of artists, craft makers and designers 	<ul style="list-style-type: none"> I can use different coloured inks and card to make an 'ink wash silhouette' I can replicate a Jasperware style pattern with paint 	<ul style="list-style-type: none"> Design a silhouette and then create from card Experiment with ink wash and then ink wash a large sheet Design a pot on a blank outline Paint a Jasperware style pot 	<ul style="list-style-type: none"> Pot Pattern Ink Wash Silhouette Cityscape 	<ul style="list-style-type: none"> Josiah Wedgwood Jasperware 	Y1- Using a design to decorate a piece of pottery.
Design and Technology	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks 	<ul style="list-style-type: none"> I can design and make a clay tile I can choose objects to press my desired pattern into a clay tile I can use my thumb to smooth coils together into a pot 	<ul style="list-style-type: none"> Design a clay tile with patterns Make the clay tile by choosing equipment Evaluate the tile against the design Make a coil pot and paint 	<ul style="list-style-type: none"> Coil Clay Slip Smooth Press Indent Texture Pattern 	<ul style="list-style-type: none"> Josiah Wedgwood 	N – Exploring malleable materials, rolling, squashing etc. R – Using play-dough to create shapes and objects Y1- Making a bottle kiln shape out of clay. Y1- Emma Bridgewater designs.
R.E. and P.H.S.E.	<ul style="list-style-type: none"> Name communities and groups that I belong to (Not from the N.C.) Cover the <i>Hugs not drugs</i> programme (Not from the N.C.) Learn about key Religious Leaders and places of worship for 2 religions (Not from the N.C.) 	<ul style="list-style-type: none"> I can name a group or organisation that I belong to I can name 3 rules of my group I know who can give medicines I know not to take other people's medicine I know about which household substances are dangerous I can recognise warning signs I know what to do in an emergency I can compare a Christian and Muslim leader I can compare Christian and Muslim places of worship 	<ul style="list-style-type: none"> Draw a picture of a group that I belong to Circle time about rules of groups Label my picture with some rules of my group <i>Hugs not drugs</i> scheme of activities Draw, label and compare religious leaders from each religion Circle time about the rules of a Mosque Circle time about the rules of a Church Picture of places of worship to label and compare (written or oral) 	<ul style="list-style-type: none"> Religion Rules Group Organisation Uniform Medicine Cleaning Warning 	<ul style="list-style-type: none"> Imam Priest Vicar Church Mosque 	R – Learning about other people from other cultures Y1- Visiting a place of worship.

R.S.E.	<ul style="list-style-type: none"> Name and describe those who are important to me (Not from the N.C.) Describe dangers in and outside the home (Not from the N.C.) 	<ul style="list-style-type: none"> I can draw a picture of my VIPs I can write or say why they are important to me I can draw 3 dangers inside my home, and 3 outside of my home 	<ul style="list-style-type: none"> Circle time on VIPs Drawing VIPs Describing why they are important to me Make a class poster – Dangers inside the home Make a class poster – dangers outside the home Make a personal poster with 3 dangers in and 3 dangers out of the house 	<ul style="list-style-type: none"> House Home Electricity Fire Danger Heat Burn Gas Water Stranger 		Y1- Belonging to a school community.
Computing	<ul style="list-style-type: none"> Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions Use technology safely and respectfully Using spreadsheets to organise and sort information 	<ul style="list-style-type: none"> I can keep my username and password private I can verbally describe the SMART rules I can combine blocks of code to make an algorithm I can begin to debug an algorithm that has a mistake 	<ul style="list-style-type: none"> Circle time on the SMART rules Make a SMART poster on Purple Mash with 1 of the E-Safety rules Follow the <i>Bubbles</i> and <i>Fun with fish</i> games on Purple Mash, to learn to code Follow the <i>2count</i> programme for spreadsheet learning 	<ul style="list-style-type: none"> Password Username Command Code Block 	<ul style="list-style-type: none"> SMART rules Program Algorithm Debug E-safety Code 	N – Using the mouse and keyboard R – Using the mouse and keyboard with control and e-safety Y1 – E-safety and purple mash
Science	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials for particular uses and find out how the shapes made from some materials can be changed 	<ul style="list-style-type: none"> I can label what objects are made of I can label the properties of some materials I can describe a good material to make an item from and a poor material to make an item from I can give a reason for the above I know how to change the shape of a material (See clay in DT) 	<ul style="list-style-type: none"> iPad pictures and mark-up of objects Retrieve the same picture and label properties Make a jigsaw of materials and properties – show good combinations and bad combinations (Experiment with changing shape in D&T) 	<ul style="list-style-type: none"> Properties Material Objects Experiment Change Shape 	<ul style="list-style-type: none"> Malleable 	Y1- Match and sort objects and materials
Music	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhythms 	<ul style="list-style-type: none"> I can learn the words to 3 songs for a performance I can confidently perform the songs to an audience I can use quiet and loud dynamics to add expression to my singing 	<ul style="list-style-type: none"> Chant the words from each song without a tune Learn the rhythm, considering rests Learn the tune to each song Practise performing songs for the performance 	<ul style="list-style-type: none"> Chant Beat Rhythm Rest Pause Breath 		N – nursery rhymes and chants R – Listening to music and sounds with interest, nursery rhymes and chants Y1 – Describing preferences for music and sounds, repeating rhythms