

Year 2 – Autumn – Where We Live

	National curriculum aims	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"> Know and understand the history of these islands as a coherent, chronological narrative from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Gain and deploy a historically grounded understanding of abstract terms such as empire, civilisation, parliament and peasantry. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> I can recall facts about the gunpowder plot – who was involved (Guy Fawkes, King James I), Where it happened (Parliament, London), When it happened (1605), <i>Why it happened (against the king)</i>. I can explain who Josiah Wedgwood is (a pottery designer), when he was born and died (1730-1795), what his designs were like (jasperware), why he was important in our locality and beyond (canal works, industrialisation for pottery) I can explain who Emma Bridgewater is (Emma Bridgewater), When she was born (1960), name one of her designs (spotty) and why she is important to our local area (pottery industry) 	<ul style="list-style-type: none"> Sequence images of the story of the Gunpowder Plot and re-tell the story in simple sentences. Comparative fact files on Josiah Wedgwood and Emma Bridgewater (English link) Research information about two local pottery designers using a variety of different media – iPad, books etc. Present their learning about two pottery designers from our local area in a group (iMovie/PowerPoint etc.) 	<ul style="list-style-type: none"> Parliament London King Past Bonfire Pottery Factory Clay Born Died Canal Designer 	<ul style="list-style-type: none"> Plot Gunpowder Guy Fawkes Jasperware Stoke-on-Trent Spotty Emma Bridgewater Josiah Wedgwood Industry 	<ul style="list-style-type: none"> Emma Bailey pottery work in Year 1. Where we live – looking at maps and our school in Reception/Nursery.
Geography	<ul style="list-style-type: none"> Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time Are competent in the geographical skills needed to: <ul style="list-style-type: none"> Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length 	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans (Recap from Y1 learning) Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 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 Use basic geographical vocabulary to refer to: <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 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 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 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 	<ul style="list-style-type: none"> I can locate the equator, North Pole, South Pole and use these to describe where is hot and where is cold on a map in relation to these. I can name 4 points on a compass (north, south, east, west) and use when describing the location of hot and cold countries on a map. I can name the seas surrounding the UK. I can name the flower (daffodil, rose, thistle, shamrock), a physical feature (Snowdon, peak district, Giant's Causeway, loch ness) and human feature (Houses of parliament – big ben, Edinburgh castle, millennium stadium, Peace Bridge) and recognise the flag of the four countries of the UK. I can name the 6 towns (Burslem, Longton, Hanley, Fenton, Tunstall, Stoke) in our city Stoke-on-Trent and a physical and human feature they have been to/seen. I can explain the difference between a human and physical feature (man-made/ natural) 	<ul style="list-style-type: none"> IPAD work – label a compass and label the features equator, North Pole, South Pole on a map. IPAD work – colour areas on a world map, devising a key and using compass points that are cold, warm and hot. Label map of the UK with it's surrounding seas. Passport of the UK – Name/draw flag, flower, physical feature, human feature using research completed on iPad. Contribute to whole class display of places/landmarks/towns in our local city – adding photographs from personal experiences. Photo to be uploaded on to showbie and children to add voice notes/annotate with addition personal information and contributions. 	<ul style="list-style-type: none"> Compass Cold Warm Hot Countries Map Photograph Seas Flower Flag Human Feature Physical Feature City Town 	<ul style="list-style-type: none"> Equator North South East West Poles North Sea Irish Sea English Channel Rose Daffodil Thistle Clover Stoke-on-Trent Burslem Hanley Stoke Longton Fenton Tunstall 	<ul style="list-style-type: none"> Naming continents and Oceans in Y1. Naming and locating countries in the UK and capital cities. Sorting human and physical features in Y1. Know that we live in Stoke-on-Trent Exploration of maps and aerial pictures in EYFS and Y1.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art and Design</p>	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	<ul style="list-style-type: none"> • 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 • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> • I can describe the techniques used by Emma Bridgewater (shapes, colour, patterns, print, space) • I can use this knowledge develop their own ideas and imagination. • I can create a decorated plate in the style of Emma Bridgewater. • I can sculpt an identifiable bottle kiln from clay using moulding with hands and adding detail with tools. 	<ul style="list-style-type: none"> • Use inspiration from Emma Bridgewater's designs to explore shape and space when designing a plate decoration. • Use inspiration from Emma Bridgewater's designs to explore colour and pattern when designing a plate decoration. • Use ideas created in the above two sessions to create a final design on a piece of biscuit ware (printing using sponges and paint). • Sculpt out of clay a bottle kiln and add imprints of bricks using tools. 	<ul style="list-style-type: none"> • Plate • Colour • Pattern • Shape • Space • Print • Sponge • Design • Paint • Clay • Tools 	<ul style="list-style-type: none"> • Biscuit Ware • Glazed • Kiln • Emma Bridgewater • Bottle Kiln • Mould • Sculpt 	<ul style="list-style-type: none"> • Emma Bailey pottery design in Y1 – Colour and line focus. • Play-doh exploration in EYFS.
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- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of other

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.

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical knowledge

- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

- I can look at objects and explain how they move (pivots, levers, linkages.)
- I can think of criteria for a design.
- *I can create a linkage following the diagram instructions.*
- I can create two different types of linkages.
- I can design a monster (1, 2) using design criteria.
- I can make a monster using my (preferred) design.
- I can evaluate how functional my monster is and whether it meets the success criteria.

- I can identify natural and man-made structures. (building, chair, table, toy, snail shell, spider web, nests)
- I can understand what is meant by stability (low height, wide base, flat base) and identify when a structure is more or less stable than another.
- I can explain that shapes and structures with wide, flat bases or legs are the most stable.
- I can understand the meaning of the words strength, stiffness and stability.
- I can understand there are different ways to fold paper to improve its strength and stiffness.
- I can build a strong and stiff structure by folding paper.
- I can test the strength of my structure using books.
- I can remember that chairs are structures that need to be strong, stiff and stable.
- I can create joints and structures from paper, card and tape
- I can identify that the chair I design needs to be strong, stiff, stable and support Teddy.
- I can create joints and structures.
- I can evaluate my structure according to the design criteria.

- Identify objects that move using different linkages.
- Create a design criteria for a moving monster .
- Create a (variety) of different linkages using (pre-cut) card.
- Sketch one or two monsters based on design criteria.
- Tick against criteria to see which model is best to follow.
- Make a moving monster using a linkage to make it move.
- Evaluate the moving monster, using design criteria.
- Experiment the stability of different 3D shapes.
- Describe a chair using properties of stability.
- Make a string, stiff tube using card and tape, adding extra material to improve it's strength.
- Add this to a whole class structure.
- Make a chair using chosen materials.
- Test the strength of a chair using books – ensure that this is fair when comparing with a friend.
- Peer evaluate the chair based on design criteria.

- Join
- Material
- Movement
- Wheel
- Design
- Evaluate
- Make
- Stability
- Balance
- 3D shape
- Property
- Structure
- Man made
- Natural
- Strength
- Stiffness
- Test
- Strong
- Weak
- Model

Evaluate

- Axle
- Pivot
- Linkage
- Lever
- Input
- Output
- Criteria
- Monster
- Height
- Base
- Flat
- Wide
- Sphere
- Pyramid
- Cylinder
- Cube
- Strong
- Building
- Chair
- Table
- Toy
- Nest
- Web
- Shell

Making moving people and animals in EYFS using split pins.
Y1 module – Making a moving story book (sliders)

Y1 module – Constructing a windmill.
EYFS/ Year 1 – naming and properties of 3D shapes.

R.E.	<p>1. Make sense of a range of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary explain how and why these beliefs are understood in different ways, by individuals and within communities recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation <p>2. Understand the impact and significance of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> examine and explain how and why people express their beliefs in diverse ways recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world appreciate and appraise the significance of different ways of life and ways of expressing meaning <p>3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:</p> <ul style="list-style-type: none"> evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding 	<ul style="list-style-type: none"> identify the core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into action think, talk and ask questions about whether the ideas they have been studying have something to say to them <p>give a good reason for the views they have and the connections they make</p>	<ul style="list-style-type: none"> I can explain what Shahadah is ('There is no God but God; Muhammad is the messenger of God') I can identify that Islam has 99 names for Allah and can name 5 <ul style="list-style-type: none"> Al-Khaaliq - The Creator Al-Malik - The King Ar-Razzaaq – The Provider Al-Wadood – The most loving Al-Muhaymin – The Guardian I can explain that the stories of Jesus come from the Gospels I can give a clear, simple account of the story Of Jesus' birth and why it is important. I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas I can think, talk and ask questions about Christmas for people who are Christians and for people who are not <p>I can say what I personally have to be thankful for, giving a reason for my ideas.</p>	<ul style="list-style-type: none"> Create an overview of artefacts and elements of Islam while reflecting on what we already know about Christianity/Judaism. (symbol-crescent moon, God-Allah, Book-Qur'an, Place of worship- Mosque, Religious Leader-Imam) Label key features of a Mosque. (Prayer mat, dome, wash room, Imam, Qur'an, Mihrab) Explore the 99 names for Allah and create a poster of five of the names that we have learned. Reflect on Shahadah and read the stories of 'The Tiny Ants' and 'The Crying Camel'. Record the children retelling the stories and explaining what they mean. Discuss how families might prepare for a new baby, reflecting on children's own experiences and make a class list. Compare this to how we might prepare for Jesus. Use i pads to order and record the story of the nativity. Explain why Luke says that the birth of Jesus is 'Good News' Discuss the types of decorations that we have at Christmas. Which ones relate to the nativity story and which relate to other secular (non-religious) Christmas traditions Create class 'Thank You' prayers for characters in the nativity stories. Children to then create their own prayers for people that they are thankful for. 	<ul style="list-style-type: none"> Symbol Worship God Religion prayer 	<ul style="list-style-type: none"> crescent moon Allah Qur'an Mosque Imam Shahadah Mihrab Iman Incarnation Gospel Advent Nativity 	<ul style="list-style-type: none"> Christianity and Judaism (Places of worship, special books, festivals, beliefs)
R.S.E. and P.S.H.E	New scheme of work coming September 2023						

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

- I can log in safely and explain why that is important.
- I can create an avatar and understand how this is used.
- I can create a picture and add my name to it.
- I can understand the idea of 'ownership' when creating work.
- I can save and find work in a safe place.
- I can find messages from my teacher in purple mash.
- I can search purple mash to find resources.
- I can add pictures and text when creating work.
- I can print my work.
- I can open a new document or programme.
- I can use a variety of tools on purple mash such as:



- I can understand the functionality of the basic direction keys in Challenges 1 and 2.
- I can use the direction keys to complete the challenges successfully.
- I can understand the functionality of the basic direction keys in Challenges 3 and 4.
- I can create and debug a set of instructions (algorithm).
- I can use the additional direction keys as part of their algorithm.
- I can understand how to change and extend the algorithm list.
- I can create a longer algorithm for an activity.
- I can provide an opportunity for the children to set challenges for each other.

I can provide an opportunity for the teacher to add these challenges to a display board for the class to try.

- Learn log in and do this without support.
- Create their own avatar for Purple mash.
- Navigate the purple mash site safely and securely.
- Save work into the private area.
- Open work that has been previously saved.
- Respond to feedback and notifications left by the teacher.
- Add pictures and text to work.
- Print work.
- Open new documents on programmes on purple mash and apps such as pages and pic collage.
- Know how to use the direction keys in 2Go to move forwards, backwards, left and right.
- Know how to add a unit of measurement to the direction in 2Go Challenge 2.
- Know how to undo their last move.
- Know how to move their character back to the starting point.
- Use diagonal direction keys to move the characters in the right direction.
- Know how to create a simple algorithm.
- Know how to debug their algorithm.
- Use the additional direction keys to create a new algorithm.
- Challenge themselves by using the longer algorithm to complete challenges.
- Change the background images in their chosen challenge and save their new challenge.
- Have tried each other's challenges.

- Alert
- Button
- Device
- File name
- Icon
- Log in
- Log out
- Safety
- E-Safety
- Menu
- Notification
- Password
- Private
- Username
- Print
- Save
- Open
- Instruction
- Direction
- Challenge
- Command
- Route
- Undo
- Left
- Right
- Unit

- Avatar
- Purple Mash
- 2Connect
- 2Count
- 2Explore
- Algorithm

Daily use of IPADs in year 1.
 Logging in to purple mash using username and password.
 Completion of cycle A units for mixed age groups on purple mash.

Science	<ul style="list-style-type: none"> Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 	<p>Working Scientifically (Y1 and Y2)</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. (Materials) <p>Year 2</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive 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) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Year 2</p> <ul style="list-style-type: none"> I can sort pictures of living, dead and alive. (Living- fox, bee, human. Dead- ham, fossil, flowers. Never been alive- spanner, lego, scissors) (Living- need food, water, air. Never been alive- do not need food, water, air. Dead- once part of a living process.) I can match adult animals to their offspring. (sheep-lamb, hen-chick, lion-cub, caterpillar-butterfly, dog-puppy, cat-kitten, horse-foal, pig-piglet.) I can research basic needs of an animal on an IPAD. I can create a pic collage of the basic needs of a dog. (food/drink/air/shelter) I can identify a variety of materials (wood/metal/plastic) I can test solid objects to see if they can bend/ squash/ twist/ stretch. (drink can, bath towel, sponge, playdough, sock.) 	<p>Year 2</p> <ul style="list-style-type: none"> To cut and sort pictures of living, dead and things that have never been alive. (spanner, lego, scissors, fox, bee, human, cooked ham, fossil, flowers) Physical carpet activity- match baby with adult (children to have a picture each and to pair up) photograph. IPAD work- to research basic needs of animals and humans for survival. IPAD work- To take photos and labels of everyday materials (wood/metal/plastic) Investigation on solid objects: tick sheet of can it- bend? Squash? Twist? Stretch? 	<ul style="list-style-type: none"> Eyes Nose Mouth Ears Hands Feet Body Hard Smooth Squashy Bumpy Cold Windy Rainy 	<ul style="list-style-type: none"> Materials Properties Season autumn Offspring Survival Wood Metal Plastic Living processes 	<p>Growing beanstalks Y2 – Y1 Science curriculum.</p>
Music	<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> I can sing songs with a specially trained music teacher, singing in rhythm and using dynamics to harmonise. 	<ul style="list-style-type: none"> Songbirds – singing songs in preparation for concert at Victoria Hall. 	<ul style="list-style-type: none"> Sing Song Christmas Words 	<ul style="list-style-type: none"> Pitch Tempo Songbirds Rhythm Beat Harmony Dynamics 	<p>Singing for Christmas and end of year concerts (EYFS and Y1). Exploring different dynamics with instruments.</p>
PE	<ul style="list-style-type: none"> Develop competence to excel in a broad range of physical activities Are physically active for sustained periods of time Engage in competitive sports and activities Lead healthy, active lives 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I can be a team player, helping my friends if they are stuck, encourage others, suggest ideas and listen to the ideas of others. I can be gracious in defeat. 	<ul style="list-style-type: none"> Partake in team building games – who can get to the end of the hall quickest etc. Solve a problem in a game with my team mates. I can communicate effectively, listening to others. 	<ul style="list-style-type: none"> Team Game Listen 	<ul style="list-style-type: none"> Defeat Support Encourage 	<p>See previous years PE plans.</p>