



Longhill Primary School Year 2 Autumn Curriculum 2019/20

Theme – Let's Remember

Driving the Theme:

History

As historians we will look at significant events, people and places in our own locality.

Programmes of Study

Subject Content

- They should identify similarities and differences between ways of life in different periods.

Pupils should be taught about

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally, e.g. Great fire of London.
- 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, compare people's lives in Churchill power to now.
- Significant historical events, people and places in their own locality.

We will look at the 11th hour of the 11th day of the 11th month and how it marks the signing of the Armistice to signal the end of WW1.

We will talk about Remembrance day.

We will find out as much as we can about some of the local people who lost their lives during the world wars. We will examine our local war memorials and find out names of soldiers who died.

We will find out about Remembrance Sunday and why people wear poppies at this time of the year.

Writing	Reading	SPaG
Poetry	One Spies session followed by two Mini Missions a week.	Formation of nouns using suffixes – ness, er
Recount / Diary	<p><u>Domains for SPIES</u></p> <p>S- Share the mission: objective for the lesson</p> <p>P- Prove the text - 2a: Give and explain the meaning of words in context.</p> <p>I- Investigate Further- 2b: Retrieving and recording answers from text.</p> <p>E- Extend the learning- 2d: Inference questions to explain and justify with evidence from the text.</p> <p>S- Looking at other domains: Eg</p> <p>2c- summarise main ideas</p> <p>2e- Predict what might happen from detail and implied</p> <p>2f- Identify and explain how information/narrative content is related and contributes to meaning as whole.</p> <p>2h- Make comparisons within the text</p> <p>2g- Identify/ explain how meaning is enhanced through choice of words/phrases.</p> <p><u>Mini Mission</u></p>	<p>Formation of nouns by compounding – whiteboard</p> <p>Formation of adjectives using suffixes – ful, less</p> <p>Use of suffixes – er and est in adjectives.</p> <p>Use of suffix – ly to turn adjectives into adverbs.</p> <p>Use of subordination – when, if</p> <p>Use of co ordination – or, but</p> <p>Use of expanded noun phrases for description and specification.</p> <p>How grammatical patterns in a sentence indicate its function (statement, question, exclamation, or command)</p> <p>Correct choise of present tense and past tense throughout writing.</p> <p>Use of progressive form of verbs in the present and past tense.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>

	<p>Both mini missions will focus on the <u>same domain selected from the last S section of SPIES</u>.</p> <p>One of the mini missions will be completed during a reading session and the other one will be done during continue provision.</p> <p><u>Big Read Texts</u> Where the Poppies grow</p> <p>The Little ships- a story of the heroic rescue at dunkirk</p>	<p>Use of apostrophes to mark where letters are missing.</p> <p>Use of apostrophes to mark singular possession in nouns.</p> <p>Use of commas to separate items in a list.</p>
--	--	--

<p>Science</p> <p><u>Working Scientifically</u></p> <p>During years 1 and 2, pupils should be taught to work scientifically by:</p> <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 observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. <p><u>Use of everyday materials</u></p> <ul style="list-style-type: none"> • To know that some materials are more suitable than others for specific uses. 	<p>Music</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •  use their voices expressively and creatively by singing songs and speaking chants and rhymes •  play tuned and untuned instruments musically •  listen with concentration and understanding to a range of high-quality live and recorded music •  experiment with, create, select and combine sounds using the inter-related dimensions of music. <p><u>Charanga</u> Hands, Feet, Heart Ho, Ho, Ho</p> <p><u>Continuous Provision</u> Focus on a particular style of music to listen to over time.</p>
---	---

- To know how the shape of some solid objects can be changed in different ways.

Conscious Connections/CP

Practise the skill of identifying and classifying – WW planes used around the world in different Eras.

Perform simple tests and record/present a set of data. E.g - where is the most suitable place to grow a poppy or how far will your plane fly?

Look at the food supplied within ration packs. What did soldiers eat and what sources of food were needed to keep their energy levels up?

Display posters that use musical terminology.
Sing songs and rhymes for pleasure throughout the school day.
Provide apps and devices with music composing functions.

Longitudinal Learning

Composers Table

In this ongoing challenge pupils create short compositions using tuned and untuned instruments.

Using a grid system they choose pictures to show beats and rests.

Geography

As Geographers we will use world maps atlases and globes. We will locate the battlefields of WW1 and find out which continent they were in.

Locational Knowledge

Identify the main battlefields of WW2 and the continent which they were in.

Know the capital cities where the main battlefields were.

Geographical skills and fieldwork

Use maps, atlases and globes to identify significant places of WW2

Construct basic maps of our local area and the surroundings

<p>PE</p> <p><u>The PE HUB</u></p> <p><u>Autumn 1</u></p> <p><u>Hit / Catch Run1</u></p> <p>To developing hitting skills with a variety of bats Practice feeding/bowling skills Hit and run to score points in games</p> <p><u>Attack/Defend/Shoot</u></p> <p>Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing.</p> <p><u>Autumn 2</u></p> <p><u>Dance 1</u></p> <p>Describe and explain how performers can transition and link shapes and balances Perform basic actions with control and consistency at different speeds and on different levels Challenge themselves to move imaginatively responding to music Work as part of a group to create and perform short movement sequences to music</p>	<p>RE</p> <p>Discover RE</p> <p><u>Autumn 1</u></p> <p><u>Theme</u> What did Jesus teach? Concept: Gospel Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity</p> <p><u>Autumn 2</u></p> <p><u>Theme</u> Christmas - Jesus as a gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity</p>	<p>PSHCE</p> <p><u>Being in My World</u></p> <p>I can identify some of my hopes and fears for this year. I know how to use my Jigsaw Journal. I understand the rights and responsibilities as a member of my class. I understand the rights and responsibilities for being a member of my class. I can listen to other people and contribute my own ideas about rewards and consequences. I understand how following the Learning Charter will help me and other learn. I can recognise the choices I make and understand the consequences.</p> <p><u>Celebrating Difference</u></p> <p>I am starting to understand that sometimes people make assumptions about boys and girls. I understand that bullying is sometimes about difference. I can recognise what is right and wrong and know how to look after myself. I know some ways to make new friends. I can tell you some ways I am different from my friends.</p>
--	--	---

Gymnastics

Describe and explain how performers can transition and link gymnastic elements
Perform with control and consistency basic actions at different speeds and on different levels
Challenge themselves to develop strength and flexibility
Create and perform a simple sequence that is judged using simple gymnastic scoring

Computer Science

Mr Andrews Online – Key Stage One Projects – Computing: Magical Storytelling (<https://mrandrewsonline.co.uk/magical-storytelling/>) - the example is linked to Three Little Pigs but it could link nicely with the war – you would just have to find your own images for the children to use.

Information Technology

- I can combine images, text and voice recordings to retell a story
- I can create posters by adding images to frames, editing text by changing font style, colour and size.
- I can use digital drawing tools to recreate a scheme from a story
- I can type words in a speech bubble using a keyboard
- I can describe why other people's work belongs to them

Digital Literacy

- I understand that other people's work belongs to them and I can recognise that content on the internet might belong to someone else.

Try New Things

Continuous Provision

Recognise Regiments

