

# YEAR 2 CURRICULUM AUTUMN TERM

‘LET’S REMEMBER’





## Longhill Primary School Year 2 Autumn Curriculum

### 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 11<sup>th</sup> hour of the 11<sup>th</sup> day of the 11<sup>th</sup> 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.

### **Geography - to link to the History**

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

Writing	Reading	SPaG
<p>Poetry</p> <p>Recount / Diary</p>	<p>One Spies session followed by two Mini Missions a week.</p> <p><b><u>Domains for SPIES</u></b></p> <p><b>S</b>- Share the mission: objective for the lesson</p> <p><b>P</b>- Prove the text - 2a: Give and explain the meaning of words in context.</p> <p><b>I</b>- Investigate Further- 2b: Retrieving and recording answers from text.</p> <p><b>E</b>- Extend the learning- 2d: Inference questions to explain and justify with evidence from the text.</p> <p><b>S</b>- 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><b><u>Mini Mission</u></b></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>Formation of nouns using suffixes – ness, er</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 choice 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>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><b><u>Big Read Texts</u></b></p> <p>Where the Poppies grow</p> <p>The Little ships- a story of the heroic rescue at Dunkirk</p>	
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## Science

### Working Scientifically

During years 1 and 2, pupils should be taught to work scientifically by:

- 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.

### Plants

- To know how seeds and bulbs grow into mature plants.
- To know why plants need water, light and a suitable temperature to grow and stay healthy.

### 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?

## Music

Pupils should be taught to:

- ? 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.

### Charanga

Hands, Feet, Heart

Ho, Ho, Ho

### Continuous Provision

Focus on a particular style of music to listen to over time.

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.

Design and Technology	Art
<p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> <li>• All in one cake mixing</li> <li>• Dividing mixture into tins eg muffins.</li> <li>• Scooping</li> <li>• Scraping out a bowl with a spatula.</li> <li>• Using balance scales.</li> <li>• Using a jug to measure liquids</li> <li>• Cutting fat into flour</li> <li>• Glazing (eg. Brushing with milk, egg, oil).</li> <li>• Adding liquid to flour</li> <li>• Mixing to form a bread dough</li> <li>• Mashing</li> <li>• Kneading</li> <li>• Shaping eg. Bread rolls</li> </ul> <ul style="list-style-type: none"> <li>• Apply basic health and safety principles (aprons, washing hands, covering food)</li> </ul> <p>Fairy buns Pancakes Making bread</p> <p>Other topic related food</p> <p>By the end of Key Stage One pupils should</p> <p><u>Where Food comes from</u></p> <ul style="list-style-type: none"> <li>• that all food comes from plants or animals</li> <li>• that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul> <p><u>Food preparation, cooking and nutrition</u></p>	<p><u>Autumn 1</u></p> <p><u>Drawing</u></p> <p>Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention</p> <p>Can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame</p> <p>Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care</p> <p>Can make quick line and shape drawings from observation adding light/dark tone, colour and features</p> <p>Can record ideas, observations and designs in a visual journal to support the development of ideas and skills</p> <p><u>Autumn 2</u></p> <p><u>Painting</u></p> <p>Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques</p> <p>Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context</p> <p>Can investigate mark-making using thick brushes, sponge brushes for particular effects</p> <p>Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood</p> <p>Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season.</p>

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| <ul style="list-style-type: none"><li>• how to name and sort foods into the five groups in The eatwell plate</li><li>• that everyone should eat at least five portions of fruit and vegetables every day</li><li>• how to prepare simple dishes safely and hygienically, without using a heat source</li><li>• how to use techniques such as cutting, peeling and grating</li></ul> |  |
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<p><b>PE</b></p> <p><u>The PE HUB</u></p> <p><u>Autumn 1</u></p> <p><u>Football Basic SKills</u></p> <ul style="list-style-type: none"> <li>• master basic movements including running, and kicking, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• perform dances using simple movement patterns</li> </ul> <p><u>Autumn 2</u></p> <p><u>Rugby basic skills</u></p> <ul style="list-style-type: none"> <li>• master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul> <p><u>Orienteering</u></p>	<p><b>RE</b></p> <p>Discover RE</p> <p><u>Autumn 1</u></p> <p><u>Theme</u></p> <p>What did Jesus teach?</p> <p>Key question: Is it possible to be kind all of the time?</p> <p><b>Religion:</b> Christianity</p> <p><u>Autumn 2</u></p> <p><u>Theme</u></p> <p>Christmas- Jesus as a gift from God</p> <p>Key question: Why do Christians believe God gave Jesus to the world?</p> <p><b>Religion:</b> Christianity</p>	<p><b>PSHCE</b></p> <p><u>Being in My World</u></p> <p>I can identify some of my hopes and fears for this year.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I understand the rights and responsibilities as a member of my class.</p> <p>I understand the rights and responsibilities for being a member of my class.</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences.</p> <p>I understand how following the Learning Charter will help me and other learn.</p> <p>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. (Stereotypes)</p> <p>I understand that bullying is sometimes about difference.</p> <p>I can recognise what is right and wrong and know how to look after myself.</p> <p>I understand that it is OK to be different from others and t be friends with them.</p> <p>I can tell you some ways I am different from my friends.</p>
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## 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