

Half Termly Curriculum Plan Autumn 1 2024

Year 2											
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Assessment
Science	Y1 Identify and name types of animals Decided whether an animal is a herbivore, omnivore or carnivore	Habitats Microhabitats Reproduce Excrete Respire Survive Producer Consumer Processing Farming Natural	LI: I can compare the differences between things that are living, dead, and things which have never been alive. Children to explore what makes something living through the use of MRS GREN. Then compare things that are living, dead or never lived.	LI: I can find insects and plants in their microhabitats and discuss why they live there. Children to learn the concept of a habitat and investigate insects in their microhabitats in the woods.	LI: I can design a suitable microhabitat where living things could survive Children to learn that animals and plants need certain conditions to survive. The children will then go to the woods design a microhabitat suitable for a woodlouse.	LI: I can research what animals eat to survive in their habitat Children to recap the term herbivore, omnivore or carnivore and introduce the terms producer and consumer. Children to then research a habitat, find the animals that live there and what they eat in their habitat.	LI: I can create food chains using my understanding of carnivores, herbivores and omnivores Children to use iPads to research food chains and record them in their books, labelling the parts of the food chain.	LI: I can show a food chain using collage art. Children to choose a food chain and create a piece of art work representing the food chain.	LI: I can identify different foods from the same natural source and how they can change Children to learn that most of our food comes from a farm and the processes it goes through to reach our plates.	Assessment week.	Developing Experts End of Unit Assessment
Geography	Y1 Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom Use world maps, atlases and globes to identify the United Kingdom and its countries.	Continents Oceans Pacific Atlantic Indian Arctic Southern United Kingdom Equator Northern Hemisphere South Hemisphere North Pole South Pole	L.I. I can name the world's seven continents (lesson 1) Children to be introduced to the concept of continents (slides/google earth) as 7 puzzle pieces. In atlases, can children find a map that shows these seven	L.I. I can name the world's seven continents (lesson 2) Children to be divided into 7 continents. Give them a continent outline and encourage them to draw/name animals that live on that continent. Feedback to class. On ability	L.I. I can name the world's seven continents (lesson 1) Children to be introduced to the concept of continents (slides/google earth) as 7 puzzle pieces. In atlases, can children find a map that shows these seven	L.I. I can name the world's five oceans https://www.bbc.co.uk/bitesize/articles/zkr8jsq#zssg4xs Explain that 1/3 of the world is ocean. Challenge children to identify the oceans in the atlas. How many are there?	L.I. I can identify hot and cold parts of the world based on the equator, northern and southern hemispheres Go through powerpoint and identify key vocabulary Look at a world map with temperatures and	L.I. I can name use directional language to locate feature on a map Show children a compass and play the game to encourage them to remember North, East, South and West. Give them a map and a few minutes to recap on the continent	L.I. I can identify the UK's four countries Using the atlas and google earth show children the 4 parts of the UK. Quiz- using their picture factfile, can children find the capital or England, Wales, Scotland and Northern Ireland? Feedback onto class map. Work	Hot Task – evidence the knowledge children have independently retained	See Hot Task and use this to inform assessment grid

			parts? Feedback on atlas use. Give chn their own maps and encourage them to name the continents using their word bank and the help of their atlas.	tables, give children their own animals map. Sentences using images and referring back to last week's map "Lions live in Africa"	parts? Feedback on atlas use. Give chn their own maps and encourage them to name the continents using their word bank and the help of their atlas.	Explain that today we'll be learning about the 5 major ones (Atlantic/Indian/A rctic/Southern/Pacific) Read the text "Meet the oceans" while showing the oceans on a physical globe so that children can see the size. Recap using story mapping Can children name the largest and smallest oceans and some of their features?	how they relate to the equator. Identify hot and cold climates using the equator line. Play game using Red, green and orange fans in pairs Create their own map detailing the geography and features of the equator https://www.bbc.co.uk/teach/class-clips-video/articles/zkk6t39	and ocean names. Practice point and find (point at South America. Which continent is North of it?) Playground to play on jumbo world map as a class. Photo evidence in books	in pairs to find out what people eat in that part of the uk, names of children and any sports. Add these onto a map of the UK.		
Computing	Yr 1 - Algorithms & Bee-Bots	Algorithm Instructions Predict Problem Program Robot Scratch Sprite		<u>We are Astronauts</u> L.I. – To have a clear understanding of algorithms as sequences of instructions • I can give simple instructions to move a character on the screen • I can spot mistakes in my instructions • I understand that an algorithm is a set of instructions	<u>We are Astronauts</u> L.I. – To use logical reasoning to predict the outcome of a program • I can predict the outcome of a sequence • I can compare my prediction to the program outcome • I can solve a simple algorithm puzzle	<u>We are Astronauts</u> L.I. – To create background in Scratch • I can identify the objects in a Scratch project (sprites, backdrops) • I can explore the backdrop editor • I can create a space backdrop using different paint tools	<u>We are Astronauts</u> L.I. – To create sprites in Scratch • I can delete a sprite in Scratch • I can create a sprite in Scratch using multiple paint tools • I can change the size of my sprite	<u>We are Astronauts</u> L.I. – To create a simple program • I can recognise that commands in Scratch are represented as blocks • I can choose the order of commands in a sequence • I can create a simple program to move my sprite around the screen	<u>We are Astronauts</u> L.I. – To debug and improve a simple program • I can debug my program • I can add sound to my program • I can improve my program by adding special effects		Assessment based on final Scratch Project
Art and Technology	<u>Yr 1- Sculpture</u> • Enjoy handling, feeling and manipulating a range of materials • Construct using a range of media	Land art Sculpture Natural materials Design patterns:- - lines - balancing - stacking	L.I. – I can state some facts about the artist Andy Goldsworthy	L.I. – I can show an awareness that natural materials can be used to create sculptures	L.I. - I can discuss the work of Andy Goldsworthy and relate his work to my own	L.I. – I can create a piece of land art making links to Andy Goldsworthy					Assessment based on the outcome of their final piece, using natural materials and a clear pattern,

	• Build a construction using a variety of objects	- filling - layers - spirals - circular	• Children are to learn, discuss and write facts about Goldsworthy and the type of art he created. • Children are to look at images and videos of some of his sculptures and how he created them	• Children are to view and discuss the different lines, shapes and patterns Goldsworthy created, and they types of materials he uses. • Children are to practise using natural materials to create lines, balancing and stacking, filling, layers, spirals and circular patterns. • Children are to take pictures of the techniques they practised and materials they used ready for the next lesson	ideas and designs. • Children are to look at examples of Goldsworthy's art work and create a 2 page interpretation of his work, including the facts gathered about him and shapes and patterns he uses to create his artwork. • Children are to include images of the techniques they practised in the previous lesson	• Children are to work in pairs/ small groups to gather natural materials from the woods and around the school grounds. • Children are to use the materials they have gathered to create their own land art sculpture following the patterns and styles of Goldsworthy					interpreting the style of Andy Goldsworthy.
Religious Education	Y1 Explore items using the sense Explain how artefacts are used in worship Create a sensory experience	Hanukkah Menorah Judaism Jewish Christianity Christian Hinduism Hindu God gods symbolism Christingle	LI: I can identify different light sources and discuss how they affect the sense Discuss the emotions feel when it's dark. light a candle and talk about how light makes them feel in contrast. Move around room making notes on images of a light source and what it's lighting up. Chn to draw light sources.	LI: I can examine what different sources of Light means to Christians Watch video of the nativity. Chn to say when they see a source of light or a symbol of light. Label a Christingle and complete the sentence stem: This is a the candle symbolises...	LI: I can compare beliefs of different faiths regarding light Watch the video on the Jewish story of Hanukkah. Recap on the symbolism of light. Read the story "Light the lights". Discuss what the Menorah means to Jewish people. Complete the sentence stem: Light is important at Hanukkah because ... Decorate a Menorah.	LI: I can investigate Hindu beliefs about light Watch the video of Rama and Sita. Look at the parts of the story where they are in darkness and in light and reflect on what this shows about how R&S feel during this part of the story. Explain that Diwali means "string of lights". Give chn their own light and encourage them to draw an example of where good overcame evil in a fairytale.	LI: I can assess similarities and differences in beliefs Refresh everything chn remember about the meaning of light in Christianity, Hinduism and Judaism in different colours on flipchart. Chn to create an eye-catching poster of everything they have learnt during this unit.				Teacher Assessment and end discussion with child about end of unit poster and what they have retained

Music	EYFS / Year 1 Passing references to string instruments.	Instruments Acoustic. Electric. String. Timbre. Violin. Viola, Cello. Double Bass. Harp. Guitar (Acoustic / Electric). Piano. Bowed. Strummed. Plucked. Pitch. Dynamics. Quartet.		L1: I can understand the musical expectations for 'Year 2'. Explain / discuss the 'Year 2' music curriculum & expectations. Complete individual music book covers for 'Year 2' .	L1: I can understand the elements of a string instrument. Using various media, songs & worksheets. Investigate & discuss the shared characteristics of any individual 'string' instrument.	L1: I can compare & understand the differences between string & other families of acoustic instruments. Investigate, compare & discuss the differences between 'string' & other individual 'acoustic' instruments using various media, songs, demonstration & worksheets.	L1: I can understand how string instruments make a sound & the different ways they can be played. Working collaboratively in small groups. Investigate, discuss & assess: 1) How 'string' instruments can produce a sound. 2) The different ways they can be played. 3) How the 'pitch & dynamic' of the sound can be changed.	L1: I can visually recognise a variety of string instruments. Using various media, songs & worksheets. Investigate, discuss & learn to recognise the names, characteristics, of individual 'string' family instruments.	L1: I can recognise the individual timbres of a range of string instruments. Using various media. Investigate discuss & learn to recognise the 'timbre' (sound) characteristics, of individual 'string' family instruments & what they sound like when combined together.	L1: I can recognise the timbre of individual & groups of string instruments. Recap on this unit of work. Run 'String & Plucked Strings' assessment sheet.	Are You Listening? Strings & Plucked Strings. (Written Assessment). <i>Recognising the timbre of 'String' instruments & the different ways they can be played through sounds & pictures.</i> Ongoing informal assessments throughout this unit of work.
PSHE	Y1 Understand the rights and responsibilities a member of the class Recognise choices made and that actions have consequences Understand learning charter (mirrored by class rules)	Hopes Fears Rewards Consequences Collaborative Rights Responsibilities Negative learning behaviours Positive learning behaviours	L.I. – I can identify my hopes and fears for the year Discuss hopes and fears for Year 2. Mind map some things that would make these worries feel better, Chn to record their worries independently in a "worry monster".	L.I. – I know my rights and responsibilities Read the book "I'll do it!". Chn to be given responsibility cards and order them in order of priority. Each group feed back what they ranked at the top and why. Independently record the responsibility they think is the most important/explain why	L.I. – I can understand rewards and consequence (Lesson1) Show children items like stickers, certificate, medals and trophies. Discuss the word "reward" with children. Make a list of rewards children have received and why they have been given them on WB. How does it feel? Chn sort pictures into red and green learning behaviours. Chn design a certificate for their parent/care to give to them when they have earned the reward.	L.I. – I can understand rewards and consequence Lesson 2) In small groups, discuss what is happening in the scenario. What do they think will happen next and what do they think that the consequence should be? If children have Negative learning behaviours/ poor effort with their work, children to list consequences. Feedback and manage ideas. Draw a behaviour that is a barrier to learning and a consequence.	L.I. – I can work cooperatively Discuss the class rules. Add a copy of the rules the children have Committed to into their PSHE folders. Draw a picture of themselves following the class rules. Sentence stem: Our class rules will help me to learn by...	L.I. – I can understand out learning charter Recap on the last 5 lessons. Do chn have any questions or reflections? Make a poster to show the class rules			Class discussions and unit outcomes

PE		Receive, control, react, target, underarm throw, overarm throw, bounce pass, dribble, trap, kick,	No PE lesson this week	Move a ball using hands and feet	Know how to catch different objects Target the receiver's hands when throwing Watch the ball or object when trying to catch it	Know how to throw overarm, underarm and bounce pass	Understand techniques for dribbling and passing a football Pass with accuracy Dribble with control	Catch the ball at different heights Move with the ball, using hands	Combine learnt skills and continue to develop fundamental movement skills Develop simple tactics	Participate in a mini sports festival, understanding the rules and demonstrating good techniques and sporting behaviour	End of unit assessment
Languages	Bonjour Au revoir Levez vous Asseyez vous Bon appetite Lavez les mains Toilette Un, deux, trois, tournez Ouvrez la porte	Ca va bien Bof! Ca va mal Je m'appelle + name Un,deux, trois, quatre, cinq six, sept, huit, neuf, dix froid, chaud	Know French is a language and France is a country Say and write a greeting in French. KS1 LO: 1, 3, 7	Make a French flag Say "my name is..." in French. KS1 LO: 1, 3	Say how I am feeling in French. KS1 LO: 3	Count from 1 to 5. KS1 LO: 6	Count 6 to 10 in French. KS1 LO: 2, 5	Identify and count 1 to 10 to play a game. KS1 LO: 4, 6	I can identify, name and label farm animals in French.	Listen and join in with a song in French	Identify plurals of animals in French Consolidate learning with games