

Thurgoland CE Primary School

Learning Together in Faith and Joy



Year 2
Autumn Term

Geography

Our Country, Our Capital City

In this topic children will learn about the world, the United Kingdom and London. They will learn how to use compass directions and the temperatures around and away from the equator.

To name and locate the world's five oceans.

To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

To 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.

To use simple compass directions (North, South, East and West).

To locate hot and cold areas of the world in relation to the Equator and North and South Poles

History

Remember, Remember the 5th of November and The Great Fire of London

Linking with our London topic children will be learning about why we remember the 5th November. Afterwards we will look at the Great fire of London, how it started and spread and how it affected London.

Children will also develop an understanding about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Ask and answer questions about events beyond living memory that are significant nationally or globally

Music

Schemes: Charanga and Jolly Music

Genres: South African freedom songs and Winter/Christmas songs.

Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Continue to internalise, understand, feel, know how the dimensions of music work together including pulse, rhythm, pitch, tempo, dynamics.

Continue to sing, learn about singing and vocal health.

Continue to learn about working in a group/band/ensemble.

Play a classroom instrument in a group/band/ensemble.

Explore and create your own responses, melodies and rhythms.

Work together in a group/band/ensemble and perform to each other and an audience.

Discuss/respect/improve your work together

Science

Materials

Children will ask questions, explore and investigate the different uses and properties of materials and why certain materials are used for certain objects.

Distinguish between an object and the material from which it is made

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Describe the simple physical properties of a variety of everyday materials

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Working Scientifically

Asking simple questions and recognising that they can be answered in different ways

Observe closely, using simple equipment

Performing simple tests

Identify and classify

Use their observations and ideas to suggest answers to questions

Gather and record data to help in answering questions.

P.H.S.E.

Health and Wellbeing

During this children will look at keeping safe, road safety, safety online, safe & happy relationships, bullying.
British Values: Understanding laws and rules.

Art

Great Fire of London

In this topic children will revisit mixing colour in order to paint the flames of the Great Fire of London as well as looking at using pastels. We will look at different pictures of the Great Fire of London and produce drawings using pencils and charcoal. Children will also get opportunity to use different materials and fabrics.

Use a range of materials creatively to design and make products

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

RE

Schemes: Discovery R.E and Understanding Christianity

Who made the world?

Children will retell the creation story and recognize that it is the beginning of the Bible, be able to say what the story tells Christians about God as well as thinking and talking about questions about living in an amazing world.

Why does Christmas matter to Christians?

Children will be able to give a clear simple account of the story of Jesus' birth and why it was important to Christians. They will also decide what they have to personally be thankful for at Christmas.

P.E.

Schemes: Real PE and iMoves

In the first half term children will become pirates, cyclists to develop their personal skills in P.E focusing on the physical skills of coordination and static balancing. After October half term we will travel to the jungle, becoming monkeys and then to space to develop our social skills within P.E practicing agility, dynamic and static balance. In dance we will be linking our topic work to create routines using the themes of 'Countries' and 'The Great Fire of London'. To 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

To participate in team games, developing simple tactics for attacking and defending

To perform dances using simple movement patterns

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Computing

Exploring how computer games work

Programming on screen

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school.

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.

DT

Winding Mechanisms

Children will design, make and evaluate a moving picture using shoes boxes and winding mechanisms.

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 and ingredients, according to their characteristics

Evaluate

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

Food Technology

Food from around the world

Look at the food eaten at Diwali to link with our Rama and Sita work in literacy. The children will make Indian sweets.