

YEAR: 2
TERM: Autumn 2
TOPIC: Once upon a time



SIR ROBERT GEFERY'S SCHOOL
A School for Enthusiasts

Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

<p>RE INTENT</p>	<p>SCIENCE INTENT</p>	<p>MUSIC INTENT</p>	<p>PHSE INTENT</p>	<p>Computing INTENT</p>
<p>To be able to explain why Jesus is important for Christians and give a clear account of the Christmas story and reflect on the importance of celebrations around Christmas.</p> <p>Can I use Debate-it-all-Derek to help me consider 'Was Jesus a special person'?</p> <p>Can I ask questions to help me understand why Jesus is a role model for Christians?</p> <p>Can I explore stories in the Bible that show Jesus as a role model, by making links?</p> <p>Can I explore the symbolism of a Christingle to help me learn about Jesus?</p> <p>Can I reflect upon what a Christingle service means to a Christian, by noticing?</p> <p>Can I understand the power of the Christmas story by making connections to my own life story?</p> <p>IMPACT Year 2 children will be able to explain what made Jesus special within christianity, reflecting on ourselves and others. Year 2 will be able to explain how Jesus was a role model to others and how we can follow his teachings. Children will be able to reflect on the importance of a christingle. Children will be able to understand the deeper message within the christmas story and why it holds such importance to christiand all over the world.</p>	<p>To undertake and evaluate a materials experiment. To explore and understand the changes in seasons and how animals adapt to winter.</p> <p>Can I conduct an experiment I have planned ensuring it is a fair test?</p> <p>Can I evaluate my experiment by looking forwards and backwards?</p> <p>Can I identify the key elements that make up the four seasons?</p> <p>Can I understand how the length of days change throughout the seasons?</p> <p>Can I explore how different animals hibernate and explain the factors that cause animals to hibernate?</p> <p>Can I design the ultimate hibernation location for my chosen animal?</p> <p>IMPACT Year 2 Scientists will be able to work scientifically, understanding the importance of a fair test. They will be able to evaluate the success of an investigation and reflect on points for future improvements. Year 2 scientists will be able to identify key features of the seasons and explore the corresponding day lengths. Children will understand how the changes in season change animal behaviour and consider what animals need to have a successful hibernation.</p>	<p>To be able to appraise different styles of music. Comparing and contrasting their dynamics and tempo, applying this to improvisations and compositions.</p> <p>Be able to sing and begin to practise on glockenspiels to a Jazz song.</p> <p>Compose using music technologies to the backing of a Jazz song.</p> <p>Be able to identify found sound within music.</p> <p>Develop improvisations skills using glockenspiels to a Jazz song.</p> <p>Learn about the different families within an orchestra.</p> <p>Revise and perform a class chosen song from this unit.</p> <p>IMPACT Year 2 Musicians will be able to identify the features of jazz music. Children will begin to develop their composition skills using the Chronaga. Year 2 musicians will be able to being to use their appraisable skills to identify key elements within music. Children will be able to identify the different families within an orchestra and instruments you would be able to find within those families. Children will continue to develop their improvisational skills on tuned instruments.</p>	<p>To be able to celebrate our differences as a class and learn how to advocate for our own needs.</p> <p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>I can be ok with differences between boys and girls</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 other people and to be friends with them</p> <p>I can tell you some ways I am different from my friends and celebrate how this makes me special and unique.</p> <p>IMPACT Year 2 children will recognise the differences between themselves and others. They will understand that often there are stereotypes around different genders but they are often assumptions rather than fact. Children will be able to define bullying and recognise some of the factors that can lead to it. Children will be able to advocate for their needs if they believe a situation is wrong. Children will be able to celebrate what makes them different from another child.</p>	<p>To be able to effectively search on the internet and keep myself safe.</p> <p>Can I understand the terminology associated with the Internet and searching?</p> <p>Can I gain a better understanding of searching the Internet?</p> <p>Can I recap the key elements for safe searching on the internet?</p> <p>Can I plan an information leaflet for someone searching the internet?</p> <p>Can I create a leaflet for the Year 1 children to help them search for information on the Internet? (This will happen over two sessions)</p> <p>IMPACT Year 2 Children will be able to refine searches whilst using a search tool. They will develop their independence when logging onto and off of chromebooks. Children will be able to create an information leaflet for a younger peer supporting them through how to safely search.</p>

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Art
INTENT



PE
INTENT
Football

Year 2 footballers will be able to control the ball whilst moving around an area, dribble, shoot and pass the ball with increasing accuracy.

Lesson 1 - Can you move around the area keeping the ball under control and near to your feet?

Children will have the opportunity to use both feet to control the ball whilst moving.

Lesson 2 - Can you pass and receive the ball along the ground with some control?

Children can pass the ball and receive the ball keeping it under control using different parts of my feet.

Lesson 3 - Can you kick and shoot a ball towards a goal?

Children will have the opportunity to practice kicking and shoot a ball to score a goal.

Lesson 4 - Can you practise passing and receiving the ball in a game?

Children can pass the ball to teammates using my feet and they can receive the ball with control keeping it close to their body.

Lesson 5 - Can you begin to play as part of a team? (Football based games not match play)

Children will begin to play football games using dribbling – keeping the ball near their feet, shooting – scoring a goal and using passing skills – passing to another player.

Lesson 6 - Can you take part in a football match using the skills you have learnt to dribble, pass to other players, look for space to receive the ball and shoot the ball at the goal?

Children can confidently apply the skills they have learnt to play in a football match - They can pass, receive and dribble the ball with good control, keeping the ball near their feet, show awareness of the other players and the space around them and shoot a ball at a goal with good aim.

IMPACT

Year 2 footballers will have ample opportunities to hone their football skills; practising passing, dribbling and controlling the ball in different situations.

Geography
INTENT

Asia and continents to be covered in the Spring term



History
INTENT

To recognise the distinction between present and past in their own and other people's lives. To show an emerging sense of chronology by placing events and objects in order and by using everyday terms. To know and recount episodes from stories about the past. To find answers to some simple questions about the past from sources of information.

Learn about who William the Conqueror was and the key events in his life.

Use historical artefacts to discover and explain how William the Conqueror prepared to invade England.

Study the cause and effects of how William the Conqueror won the Battle of Hastings.

Discover the links Cornwall has to the legend of King Arthur.

Compare and contrast how we celebrate now in comparison to the rich during the Mediaeval ages.

Use roleplay to re-enact a Mediaeval banquet and evaluate the castles and knights topic.

IMPACT

Year 2 historians will be able to talk about the lives of significant individuals who have contributed to national and international achievement (William the Conqueror, King Arthur). Children will be able to describe and evaluate events beyond living memory that are significant.

DT
INTENT

To design, make and evaluate a castle for a given purpose.

Can I investigate how a range of structures are built and can I think about why castles were built the way they were?

Can I investigate different ways of building, joining and fixing structures?

Can I design a castle using my evaluations from previous learning?

Can I make my castle to match my design?

Can I test the effectiveness of my joining or fixing technique by engaging in castle attack?

Can I evaluate my castle outcome and suggest changes I would make?

IMPACT

Year 2 children will be able to generate ideas and recognise characteristics of familiar products. Their plans will show that, with help, they can put their ideas into practice. They can use pictures and words to describe what they want to do. They explain what they are making and which tools they are using. They use tools and materials with help, where needed.