

YEAR: 2

TERM: Autumn 1

TOPIC: Fun and Games - Toys



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.

RE

INTENT

To understand who christians believe created the world.

LQ: Can I explore the natural wonders of the world by considering the skills and qualities of their creator?

LQ: Can I use 'Tell the Story Susie' to help me answer the question "Who do Christians say made the world?"

LQ: Can I practice the Christian value of thankfulness by writing a prayer?

LQ: Can I explore why Christians say grace in order to help me reflect upon the importance of thankfulness?

LQ: Can I reflect upon what I am thankful for by making links to my own experiences?

LQ: Can I generate questions about the Universe by being a curious cat?

IMPACT

Year 2 thinkers will be able to consider what they know about the planet and consider the christian belief around its creation. They will develop their use of questioning, understanding stories, reflection to consider thankfulness and further develop an understanding of christian beliefs. Children will understand more about the use of saying grace and they will develop their prayer writing skills.

SCIENCE

INTENT

To explore materials and understand the permanent and non- permanent changes that can occur.

Distinguish between man-made and natural objects and organise these objects using their classification and properties.

Recognising treatment needed for materials before use and understanding properties of materials and their links to use.

Explaining how physical force can change the shape of a material

Predicting the effect heat may have on a range of materials by noticing changes.

Explaining the effects of cooling on a range of materials and understanding the differences between a reversible and irreversible change.

Can I plan an investigation to test the effectiveness of a material for Traction Man's suit?

IMPACT

Year 2 Scientists will identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. Discuss the use of materials and how some materials are used for more than one thing, or different materials are used for the same thing. Work scientifically: compare use of materials in and around the school with materials found in other locations. Observing closely, identifying and classifying, recording observations. Compare how things move on different surfaces. Ask questions about the movement of objects and compare movement by measuring distance, ordering findings and drawing results (as tables and charts), to answer a question.

MUSIC

INTENT

To be able to identify, compose and improvise simple patterns within music.

Learn to sing and play repeated patterns in the song 'Music is in my soul'

Improvise simple repeated patterns for the song 'Music is in my soul' Focusing on the tuned percussion.

Apply our knowledge of simple patterns to Jazz Music using the song 'Hey Friends'. Focusing on chanted rhythms.

Apply our improvisation skills of simple patterns to Jazz Music using the song 'Hey Friends'. Using both tuned percussion and chanted rhythms.

Understanding how music can connect communities and lyrics often have a deeper meaning.

Applying our knowledge and skills learnt to a performance

IMPACT

Year 2 Musicians will be able to identify, repeat, compose and improvise simple patterns. They will build on prior knowledge and understanding of finding a steady beat within a piece of music to help them to create simple rhythmic patterns. Composing and improvisation focuses will develop their understanding about structure in music and how ideas can be repeated or contrasted for interest. Children will understand composing is similar to writing a story with music, using both music technology and graphic notation to capture this.

PHSE

INTENT

To create our class learning character for the year and understand our role within our class.

Identify and discuss our hopes and fears for the upcoming year.

Understand our rights and responsibilities as a member of our class

Discussing our ideas about the rewards in our classroom, ensuring our class is a fair and safe place.

Discussing our ideas about consequences in our classroom, ensuring our class is a fair and safe place.

Collaborating in creating a class charter and developing an understanding of how following a class charter will help me and others learn.

Recognising the choices we make and understanding the consequences of our choices.

IMPACT

Year 2 children will recognise the choices they make and understand the consequences of these choices and what feelings these may cause. Year 2 children will understand their rights and responsibilities as a member of their class. They will learn that they are valued and can contribute to the Learning Charter class. Year 2 children will develop a class learning charter and understand that it promotes and supports a happy and safe place to learn within.

Computing

INTENT

To understand the elements of online safety and be able to create a simple program using an algorithm.

To understand how to refine searches and share work on purple mash with others locally.

To open and send simple online communications using Email.

To understand that information put online leaves a digital footprint or trail and begin to think critically about the information we put online.

To understand what and algorithms is and create a computer program using an algorithm

To understand the collision detection event and create a program using a given design.

To understand that algorithms follow a sequence and design that follows a timed sequence.

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 have an understanding that information left online is permanent and they will begin to think critically about their behaviour online. Year 2 will be able to open and send emails using the Purple mash 2 respond. They will be able to share work within purple mash. define and use algorithms to create simple programs.

YEAR: 2
TERM: Autumn 1
Topic: Fun and Games



SIR ROBERT GEFFERY'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.

Art
INTENT



Art to be covered in the second half of the autumn term.

PE
INTENT

To join a variety of gymnastic shapes, actions and movements to make a short sequence. (Arena, KS1, Sport-Gym)

Recap and practise basic gym shapes - tuck, straddle, pike, squat and L shapes, front/back/side support, - and join them with control into a basic sequence of three.

Observe, copy and repeat various movements using different parts of the body (revisit 'animal game' Y1). Create a variety of high quality short sequences using different shapes and movement.

Use gym apparatus, choosing a variety of controlled movements along the bench and different shapes in safe jumping using correct technique (e.g. star jump, half turn if ready).

Practise balancing on 'large' and 'small' parts of the body, using apparatus to give appropriate challenges, recognising good balance shapes in others, suggesting ways for others to improve.

Play the fitness game 'washing machine' describing the effect of exercises on the body and choose a range of stretches.

IMPACT

Year 2 pupils can choose and demonstrate different balanced body shapes, and join these with controlled movements using different parts of the body into a short sequence. They show increasing skill in basic gymnastic actions and apparatus use. They can explain the effect that exercise has on their breathing, heart beat and body temperature.

Geography
INTENT



Great Explorers to be covered in the Spring term.

History
INTENT

To be able to describe and notice differences and similarities in past and present toys. To be able to develop reasons for this.

LQ: Can I describe and organise toys from modern day into when they would be played with in a lifetime?

LQ: Can I use different sources to gain historical information by generating questions to ask a family member?

LQ: Can I compare toys from the past to toys from the present day by applying noticing skills?

LQ: Can I describe toys that different Victorian children would play with, by making links?

LQ: Can I compare a Victorian toy to my own, by recognising similarities and differences?

LQ: Can I think about the differences between playing games in the Victorian times and now?

IMPACT

Year 2 historians will be able to consider sequences within their own lifetimes, considering how they play and what toys they would play with. Children will develop their skills of gathering information from primary resources as well secondary resources. Year 2 historians will develop their critical thinking skills by making comparative links between toys/ games of today and those of Victorian times, considering the similarities and differences and why these may occur.

DT
INTENT

To be able to create a toy robot with movable features, considering use in today's 'market'.

LQ: Can I investigate how a range of toys move and how a toy appeals to younger children?

LQ: Can I investigate different ways of joining or fixing moving parts together?

LQ: Can I design a toy robot considering how I will join moving parts?

LQ: Can I make my toy robot to match my design?

LQ: Can I test and evaluate the effectiveness of my design and consider changes I will make?

LQ: Can I implement any changes to my design and decorate my final product?

IMPACT

Year 2 creators will develop their research and critical thinking skills when considering what makes a toy effective. They will investigate how parts move within a toy and how they can use their joining skills to recreate it in their own product. Year 2 creators will then develop their reflection skills when testing their product and considering any adaptations that need to be made. They will then apply their research skills to finish and decorate their design according to the 'market research' undertaken.

