

**YEAR: 2**

**TERM: Autumn 2**

**TOPIC: Fun and Games - Light and Dark**



**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 be able to explain what it means to be part of a community and the role this plays in different faiths.

LQ: Can I explore what it means to be part of a community by making links to my own life?

LQ: Can I create a symbol to represent how I belong to a community?

LQ: Can I make connections to help me understand the value of love in Christian and other faith communities?

LQ: Can I interview a member of a faith in order to find out what community means to them?

LQ: Can I use Ask-It-All-Ava to help me understand how children are welcomed into different communities?

LQ: Can I identify how different communities celebrate weddings by noticing similarities and differences?

LQ: Can I be a working-together-bee in order to demonstrate the importance of a community?

**IMPACT**

Year 2 children will be able to explain the meaning of community and consider the similarity and difference between Christianity and other faiths. Children will be able to create questions to help them gather more information around a subject. Children will have a greater understanding of wedding celebrations, using critical thinking skills to make connections and notice differences.

**SCIENCE  
INTENT**

To undertake and evaluate a materials experiment. To explore and understand the changes in seasons and how animals adapt to winter.

Can I conduct an experiment I have planned ensuring it is a fair test?

Can I evaluate my experiment by looking forwards and backwards?

Can I explain that pushes and pulls can cause objects to move, to stop and to change shape?

Can I explain types of movements that occur when forces are applied (speed up, slow down)?

Can I explain forces acting upon a moving object by noticing changes?

Can I investigate the forces that act upon a shoe when a person walks?

**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 forces acting on an object, focussing on pushes and pulls. They will be able to explain movements considering changes in speed. Children will be able to apply this knowledge to a practical context, considering how forces play a role in their own movements.

**MUSIC  
INTENT**

To be able to appraise different styles of music. Comparing and contrasting their dynamics and tempo, applying this to improvisations and compositions.

Be able to sing and begin to practise on glockenspiels to a Jazz song.

Collaborating with others to compose a short melody on the glockenspiel to the backing of a Jazz song.

Be able to identify found sound within music.

Develop improvisations skills using glockenspiels to a Jazz song.

Learn about the different families within an orchestra.

Revise and perform a class chosen song from this unit.

**IMPACT**

Year 2 Musicians will be able to identify the features of jazz music. Year 2 musicians will be able to begin 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.

**PHSE  
INTENT**

To be able to celebrate our differences as a class and learn how to advocate for our own needs.

I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)

I can understand differences between boys and girls and be ok with this, whilst considering stereotypes.

I understand that bullying is sometimes about difference

I can recognise what is right and wrong and know how to look after myself

I understand that it is OK to be different from other people and to be friends with them

I can tell you some ways I am different from my friends and celebrate how this makes me special and unique.

**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.

**Computing  
INTENT**

To be able to effectively search on the internet and keep myself safe.

Can I understand the terminology associated with the Internet and searching?

Can I gain a better understanding of searching the Internet?

Can I recap the key elements for safe searching on the internet?

Can I plan an information leaflet for someone searching the internet?

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)

**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.

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**Art  
INTENT**

To develop our use of a pencil control, understanding the effects of tone and texture.

LQ: Can I **show** line and shading in pencil drawing?

LQ: Can I **investigate** the use of colour and colour mixing?

LQ: Can I **show** tone and texture in pencil drawing?

LQ: Can I **create** my own still life painting based on an artist's work?

LQ: Can I carefully **observe and record** details from real life objects using line drawings?

**IMPACT**

**Year 2 artists will be able to mix a range of secondary colours, shades and tones. They will experiment with pencil control, considering pressure applied when using a pencil and the different patterns you can create to make an effect.**

**PE  
INTENT**

**Year 2 athletes will be able to develop their abilities to throw, catch and manipulate a ball with their hands and feet.**

Games 2 - Arena Scheme of work

LQ: Can you roll and stop a ball over long distances?

I can successfully roll and stop a ball at a long-distance target. I can roll a ball for distance. I can roll and stop a ball at a short distance.

LQ: Can you throw and catch a ball whilst on the move?

I can successfully throw and catch a ball whilst on the move with a partner without dropping the ball. I can use a variety of balls to throw and catch with a partner whilst on the move. I can throw and catch a ball whilst on the move.

LQ: Can you control a ball whilst on the move?

I can successfully control a ball whilst on the move, avoiding obstacles. I can kick a ball whilst on the move avoiding obstacles. I can kick a ball whilst on the move.

LQ: Can you bounce a ball?

I can bounce successfully using my dominant and nondominant hand with accuracy. I can bounce a ball whilst standing still using my dominant hand. I can bounce a ball standing still using my dominant hand.

LQ: Can you bounce a ball whilst on the move?

I can successfully bounce a ball whilst on the move avoiding obstacles and throwing to a target. I can bounce a ball whilst on the move avoiding obstacles. I can bounce a ball whilst on the move.

LQ: Can you use your bouncing skills to play a game of basketball?

I can confidently apply the skills I have learnt this term (passing, receiving and bouncing the ball) during a game of basketball.

**IMPACT**

**Year 2 pupils can learn, refine and apply basic skills learnt into game situations involving controlling balls.**

**Geography  
INTENT**



**Great explorers to be covered in Spring term**

**History  
INTENT**

**To be able to compare toys from modern day and Victorians and be able to research a key historical figure.**

LQ: Can I understand how modern day toys are made, by explaining materials used?

LQ: Can I understand how Victorian toys are made, by explaining materials used?

LQ: Can I reflect upon toys and games in the past and now?

LQ: Can I give an opinion as to which time period I think toys and games would be most enjoyable, by reflecting?

LQ: Can I research and gather information about a Victorian Toy Maker?

LQ: Can I create a fact file about George and Joseph Line?

**IMPACT**

**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. Children will begin to develop research skills on a Victorian toy maker, being able to collate information into a fact file.**

**DT  
INTENT**



**DT will be revisited in the Spring term**