

Year 2 Autumn Term 1
World Changers!

Hook (curiosity):

Provide four pictures of our 3 significant individuals, all of whom have contributed to national or international achievements. Provide an artefact linked to each individual to represent the impact of their achievement. Children use the clues linked to each individual to ask questions and predict why they think this person is remembered.

Text (Reading, language, communication):

Non-fiction texts about: Florence Nightingale & Mary Seacole.
PP about Rose-Ayling-Ellis

End product (engagement):

Create a piece of artwork with personal positive changes.

Vocab (Reading, language, communication):

Changes, past, present, future, contribution, achievement.

Sticky knowledge (Learning that sticks):

1. Florence Nightingale/ Mary Seacole/ Rose Ayling-Ellis made a positive change for the better.
2. Florence Nightingale trained nurses in the Crimean War.
3. Florence Nightingale set up a school for nurses after she returned from the Crimean War.
4. Mary Seacole helped soldiers on the battlefield but was quickly forgotten because of the colour of her skin.
5. Rose Ayling-Ellis is an important deaf actor who is still alive today.
6. Rose Ayling-Ellis made a difference to the deaf community and proved that deaf people can achieve the same as hearing/non-deaf people.
7. At GG we now have British Sign Language as part of our curriculum in KS2.
8. There is evidence from the past that tells us about these people, e.g. photographs, books written by them, medals awarded.

Driver: History

World Changers!



Geography
See Autumn 2

PE

National Curriculum links:

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.

Progression of skills objectives:

- I try several times if at first I don't succeed and I ask for help when appropriate.
- I can follow instructions, practise safely and work on simple tasks by myself.

Religious Education

Surrey SACRE:

- to explore how most Christians see and experience God as a guide and guardian, much like a shepherd is to sheep.
- consider how friends and followers of God (the Israelites, disciples, and modern-day Christians) speak about God.

Computing
See Autumn 2

Art and Design
See Autumn 2

History

National Curriculum links:

- Changes within living memory
- The lives of significant individuals in the past who have contributed to national/international achievement.

Progression of skills objectives:

- Describes people and events.
- Writes simple stories and recounts about the past.
- Looks carefully at pictures to find information about the past.
- Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'
- Understands why some people in the past did things.
- Recount changes in own life over time
- Puts 3 people, events or objects in order using a given scale.
- Uses words and phrases such as recently, before, after, now, later.
- Uses past and present when telling others about an event.

Design technology
See Spring 2

Music

MUSICAL ME!

National Curriculum links:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Progression of skills objectives:

- Recognising timbre changes and structural features in music they listen to.
- Beginning to use musical vocabulary to describe music.
- Identifying melodies that move in steps.
- Listening to and repeating a short, simple, melody by ear.
- Suggesting improvements to their own and others work.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.

PSHE

PSHE Association Programme of study:

Progression of skills objectives:

Introduction to PSHE

Families and relationships

Science

National Curriculum links:

- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Progression of skills objectives:

- Ask simple questions and recognise that they can be answered in different ways, including use of scientific language.
- Use their observations and ideas to suggest answers to questions talk about what they have found out and how they found it out
- With help, record and communicate findings in a range of ways and begin to use simple scientific language

*** Due to the additional Phonics teaching in Year 2 across the 2023-2024 academic year, some aspects of the Year 2 curriculum have been adapted.**