

Year 2 MTP: Autumn 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>RE Christianity</p> <p>Enquiry Question Is it possible to be kind to everyone all the time?</p> <p>Key Vocabulary Samaritan, Levite, Pharisee, parables, kindness, difficult, Jews, gospel, Zacchaeus, tax collector, unpopular, disciples, Galilee, Peter</p>	<p>Pre-assessment: Discussion-What is Christianity? Who or what are important to Christians?</p> <p>LO: I can tell you how I could be kind to others even if it is difficult</p> <p>STS: What does it mean to be 'kind'? Discuss what it means to be kind and who children are kind to. Recognise who it is easy and hard to be kind to.</p> <p>Task: Scenario cards- Discuss how you could show kindness to these people, even if difficult. Explore through drama then share ideas for possible resolution.</p>	<p>LO: I can recall parts of a story where Jesus spoke about kindness</p> <p>STS: Identify what Christians believe about Jesus (when born, died, Son of God...).</p> <p>Know stories shared by Jesus are in the new testament of the Bible. Understand a 'neighbour' can be 'everyone' when Jesus said 'Love thy neighbour'.</p> <p>Recognise key events in story of the Good Samaritan. Recognise those who showed kindness to the Samaritan and why this might be difficult. Recognise the story as Jesus teaching Christians about kindness towards others even if they are different.</p> <p>Task: Share story of The Good Samaritan. Discuss characters from story using picture cards and decide who showed kindness to their neighbour.</p>	<p>Mid-point Assessment: Low-stakes quiz (See lesson plan 4 for questions)</p> <p>LO: I can talk about a time in the Bible when Jesus showed kindness to somebody that was unpopular.</p> <p>STS: Recognise robbers have done something bad. Understand why Zacchaeus was unpopular. Recognise how and why Jesus showed kindness to Zacchaeus and the effect it had. Recognise the story as Jesus teaching Christians about kindness towards others, even when they have done something bad.</p> <p>Task: Share first part of story of Zacchaeus then children predict using activity sheet. Continue to tell remainder of story, after Jesus shows kindness, then children illustrate on sheet. Compare prediction with actual outcome and</p>	<p>LO: I can talk about a time in the Bible when Jesus showed kindness to somebody who had let him down</p> <p>STS: Recognise how friends may be unkind. Identify what friends Peter and Jesus did together. Identify how Peter was unkind to Jesus. Recognise the story as Jesus teaching Christians about kindness towards others, even when they have let you down.</p> <p>Task: Share story of Peter's betrayal of Jesus. Groups use character cards of Jesus, Peter and bystanders who recognised Peter. Interview a character using the sample questions given as to what they saw and how they feel or think the other characters felt.</p>	<p>LO: I can tell you when I have been kind to others even when it was difficult.</p> <p>I can say if I think Christians think they should be kind and give a reason.</p> <p>STS: Recognise acts of kindness in every day life. Recall my own acts of kindness when it was difficult. Recall acts of kindness from stories studied. Discuss Jesus' important teaching of 'love thy neighbour'. Explain if Christians should be kind to everyone and give a reason.</p> <p>Task: Write own conclusions based on unit and stories within it in two sections. 1.Do you think Christians think they should be kind to people all the time? Why might they think that? (encourage reference to teachings by Jesus in Gospels shared) 2.Do you think it is possible for you to be kind to everyone all of the</p>	<p>End of Unit Assessment: Reflection on the enquiry question- Is it possible to be kind to everyone all the time?</p> <p>LO: I can say why kindness is important and think of ways to show kindness.</p> <p>STS: Recognise how to be kind. Identify those it may be difficult to be kind towards and how to show kindness to them. Say when and how you will be kind</p> <p>Task: Share acrostic poem KIND. Discuss other acts/promises they think are important to show kindness to everyone. Write 'My Promises of Kindness' in form of acrostic or as separate ideas.</p>

			discuss how Jesus showed kindness.		time? Why/why not? What could help you?	
<p>SCIENCE Plants</p> <p>Enquiry Question What does a plant need to stay healthy?</p> <p>Key Vocabulary leaves, trunk, branch, root, seed, bulb, flower, stem, wild, deciduous, evergreen, observe, grow, compare, record, temperature, predict, measure, diagram, germination, life cycle, seed dispersal</p>	<p>Pre-assessment: How can you recognise a plant?- Draw and label-large & small</p> <p>LO: To design and set up a test to find out what plants need to stay healthy.</p> <p>STS: I can identify when a plant is healthy. I can give ideas about what plants need to stay healthy. I can suggest ways to find out what plants need to stay healthy. I can plant seeds in different conditions to compare growth.</p> <p>Task: Set up an investigation of plants in different conditions to compare how the seeds grow. Record test conditions set up/write method and prediction.</p>	<p>LO: To look closely at the parts of a seed that will grow into a plant and explain how it will germinate.</p> <p>STS: I can recognise a seed. I can identify the parts of a seed that will grow into a plant. I can explain what a seed needs to begin to grow. I can explain what germination means.</p> <p>Task: Dissect a bean seed and then complete the Inside a Seed sheet.</p>	<p>Mid-point Assessment: What is inside the seed? What does the seed need to begin to germinate?</p> <p>LO: To describe the life cycle of the plant.</p> <p>STS: I can observe and explain how a plant changes as it grows. I can put the stages of a plant's life cycle in order. I can say which stage of a life cycle the plant is in.</p> <p>Task: Draw and annotate the life cycle of a bean plant.</p>	<p>LO: To explain what plants need to grow and stay healthy.</p> <p>STS: I can observe and compare the visible parts of the plants. I can explain what has happened to the plants during the test. I can suggest what has caused the plants to look like they do. I can suggest what things a plant needs to stay healthy, based on observations.</p> <p>Task: Complete 'What happened to our plants?' sheet to show results of test. Draw what the plants look like in different conditions. In discussion conclude which were healthy and why.</p>	<p>LO: To describe what happens to plants if they don't get all the things they need.</p> <p>STS: I can say what a plant looks like if it doesn't get all the things it needs. I can identify a healthy plant and an unhealthy plant. I can suggest what a plant needs to be healthy again.</p> <p>Task: Sort plants into healthy and unhealthy. Choose one unhealthy plant and explain why it is unhealthy and what they think it might need.</p>	<p>End of Unit Assessment: Reflection on the enquiry question- What does a plant need to stay healthy?</p> <p>LO: To describe what a plant needs for healthy growth.</p> <p>STS: I know how a plant begins its life. I know how to plant a seed. I know how a plant grows. I can explain what a plant needs to be healthy.</p> <p>Task: Create instruction page-How to grow a healthy plant. Include from stage of seed and conditions/care needed.</p>
<p>HISTORY The Great Fire of London</p> <p>Key Vocabulary past, present, rebuilt, London, Samuel Pepys, St Paul's Cathedral, flammable, 17th century, bakery, River Thames</p>	<p>Pre-assessment: What significant events do you know happened in England in the past? Share timeline showing Gunpowder plot</p> <p>LO: Compare past and present London</p>		<p>LO: To explain how people live now is different to how people lived in 1666.</p> <p>STS: I can describe some jobs that people have now. I can discuss some jobs that people had in 1666. I can explain how the jobs people have now are</p>		<p>Mid-point Assessment: How was life in London different in the past?- Peer teaching</p> <p>LO: To order the events of the Great Fire of London.</p>	

	<p>STS: I can talk about how the buildings in London were different in the past. I can describe how people travelled differently in London the past. I can explain how past and present London are different.</p> <p>Task: Activity: Sort cards into a timeline in pairs as a starter. (Need to be cut up) As a group- sort pictures into past and present London. Children's task: Draw pictures from present London and past London.</p>		<p>different to the jobs people had in 1666.</p> <p>Task: Read the job cards and order jobs into ones their favourite to their least favourite. Talk about why they would like/ dislike the job. Look at the job of a firefighter. On paper write/ draw about what firefighters are like now and what they were like in the past.</p>		<p>STS: I can explain how the fire started and why it spread. I can put the events of the fire into the order they happened. I can discuss the effect of the Great Fire of London.</p> <p>Task: Create a timeline of events for the Great Fire of London on A3 paper. Choose six key events (model doing this first).</p>	
<p>ART Drawing skills</p> <p>Artist Leonardo Da Vinci</p> <p>Key Vocabulary Line - Cross hatching Composition - pattern, symmetry, position, pose, realistic Observation and recording skills - light/shade, tone, sketch</p>	<p>Pre-assessment: How did you learn to use a pencil in Year 1 to show light and dark? Create shading scale using single pencil.</p> <p>LO: To know Leonardo Da Vinci was famous for his realistic drawings.</p> <p>STS: I can recognise what Da Vinci has observed and sketched. I can describe his renaissance work as art that is realistic, not abstract. I can describe drawing techniques used in his sketches.</p>		<p>LO: To create a realistic sketch by observing shape, lines and tone.</p> <p>STS: I can recreate the outline/shape of my hand by drawing around it lightly. I can observe closely the detailed lines and shapes within my hand. I can use a pencil to sketch lightly. I can add detail observed. I can show pattern and texture by adding lines and dots. I can use the side of a pencil to add light and</p>		<p>Mid-point Assessment: What have you learnt about Leonardo Da Vinci?- Summarising</p> <p>LO: To use hatching and cross-hatching to show light and shade.</p> <p>STS: I can use repeated straight lines to form hatching. I can use repeated straight lines that cross one another in different directions to form cross-hatching. I can begin to vary the direction of fine lines when cross-hatching to create different shades.</p>	

	<p>I can imitate lines and shapes used in his sketches. I can discuss what I like and dislike about his sketches.</p> <p>Task 1: Intro artist Da Vinci https://www.youtube.com/watch?v=XjcJG0YQSds and sketches by Da Vinci through videos https://www.bing.com/videos/riverview/relatedvideo?q=DaVinci+Drawings&&mid=FF2C3487469E61BB514FFF2C3487469E61BB514F&&FORM=VRD&AR</p> <p>Task 2: First impressions. Stick a picture by Da Vinci in sketchbook and ask the children to note what they notice. Encourage them to use previously learned vocab (see art curriculum document). Share what they have noticed, and draw their attention to the light and shade and the artist's use of lines to create darker/lighter areas.</p>		<p>shade observed on my hand. I can use different grades of pencil to create shades.</p> <p>Task 1: Briefly explore different 'poses' with hands. Ask the children to draw round their hand and use line to add detail. Model first and talk them through what you are doing. Referring to Year 1 shading skills, add areas of light and shade by shading with pencil. Task 2: Look at Da Vinci's hands. Where the lightest/darkest areas? How has he shown this in pencil? What different poses are the hands in? Imitate poses. Where is light/shade on your hands?</p>		<p>I can compare hatching and cross-hatching when using pencil, pen and charcoal. I can observe areas of light and shade in the work of others.</p> <p>Task 1: How many tones can you make using the shading and cross hatching methods? Model this for the children. Use a sheet with 5 grids to record the number of tones you can make using: hatching and cross hatching in pencil and cross hatching in pen and tones in charcoal too. Put the work in your sketchbook when finished. Which method gives you more permutations? Why? Discuss with a partner and then share whole class. Task 2: Collect and discuss different hand poses of Da Vinci's sketches. Show dark and light observed using one of today's media and techniques. Task 3: Imitate those studied, then create own poses to photograph (for observational drawing in next piece).</p>	
<p>GEOGRAPHY Continents and Oceans</p> <p>Key Vocabulary</p>		<p>Pre-assessment: Where do you live? Sorting game-type of home, street, village, town, city, country.</p>		<p>LO: Locate on a map the seven continents.</p>		<p>Mid-point Assessment: Where do you live? Zoom in on live map to describe world to village location.</p>

<p>South America, North America, Australia, Asia, Africa, Europe, Antarctica, Indian Ocean, Pacific Ocean, Southern Ocean, Arctic Ocean, Atlantic Ocean, physical and human features</p>		<p>LO: To understand where they live in the world</p> <p>STS: I can name my village. I can name my town. I can name my country. I can locate the UK on a map/globe.</p> <p>Task: Order 'places' vocabulary cards in size order from the smallest to the largest.</p>		<p>STS: I know the land in the world is made of different countries. I know countries join together to make masses of land called continents. I know there are seven continents. I can name the seven continents of the world. I can locate the seven continents on a map.</p> <p>Task: Sing & learn the continents song. Label the map and colour the seven continents. Create a mind map based on what they know about each continent.</p>		<p>LO: Locate on a map the oceans the link to the continents.</p> <p>STS: I know the water in the world is made of oceans and smaller seas. I know there are five oceans. I can name the five oceans of the world. I can locate the five oceans on a map. I can describe where each ocean is compared to the continents.</p> <p>Task: Label the map with the oceans. Match the ocean to the correct description.</p>
<p>PSHE Being Me in My World</p> <p>Key Vocabulary worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, cooperate, learning charter, problem solving</p>	<p>Pre-assessment: What rewards and consequences did you have in Y1? Sorting task</p> <p>LO: Help others to feel welcome.</p> <p>STS: Identify some hopes and fears for the year. Know how to use their jigsaw journal. Recognise when they feel worried and know who to ask for help.</p> <p>Task: Create a monster worries sheet.</p>	<p>LO: To make the school community a better place.</p> <p>STS: To understand the rights and responsibilities for being a member of the class and school. Know how to help themselves and others feel like they all belong together.</p> <p>Task: Rank responsibility cards from the most to the least important.</p>	<p>Mid-point assessment:</p> <p>LO: Think about everyone's right to learn.</p> <p>STS: Listen to other people and contribute own ideas about rewards and consequences. Help make the class a safe and fair place.</p> <p>Task: Sort picture cards into positive, helpful behaviours and negative, unhelpful behaviours. Focus on the negative and ask children to discuss what consequences should be put in place. Discuss what rewards children would value the most.</p>	<p>LO: Care about other people's feelings.</p> <p>STS: Listen to other people and contribute own ideas about rewards and consequences. Help make the class a safe and fair place.</p> <p>Task: Work in groups to look at the scenario cards. Decide on a fair consequence for each negative behaviour. Decide on appropriate consequences for negative behaviour in the classroom.</p>	<p>LO: Work well with others</p> <p>STS: Understand how following the learning charter will help children learn. Work cooperatively with others.</p> <p>Task: Design a poster for classroom showing the learning charter in action in the classroom.</p>	<p>End of Unit Assessment: LO: To choose to follow the learning charter</p> <p>STS: Recognise the choices they make and understand the consequences. Follow the learning charter.</p> <p>Task: Children are to draw a picture of someone who is following the learning charter and explain why this is fair.</p>

MFL	N/A	N/A	N/A	N/A	N/A	N/A
MUSIC Playing in an Orchestra Social Question How does music teach us about the past? Key Vocabulary Voice, posture, structure and form, trio, musical style Tempo, solo, Kwela, mouthpiece, off beat rhythms, woodwind instruments Audience, dynamics, conductor, canon, mouthpiece						
PE iExercise-Workout World balance, swing, twist, breathe, relax, sprint static, dynamic, develop, personal best, agility, coordination, cooperation & Gymnastics link, pathway, sequence, tuck, straddle, speed, star, pike						
COMPUTING Computer Systems and Networks-IT Around Us Key Vocabulary Information technology, computing systems, networks, device, cursor, benefit, barcodes, safety, passwords, balanced digital diet	Pre-assessment: What technology have you learnt is around us?- Partner teach What is a computer? LO: Identify computers. Identify things that work with computers. STS: I know IT is Information Technology. To recognise and name different types of IT. Task: Complete a sorting diagram- what is IT and what is not?	What IT is in school? LO: Identify uses of IT in school. STS: To recognise IT devices in school and their use (help do a job, to talk to people, to play on) Task: Complete a sorting diagram- what is each device used for?	What is IT in the wider world? LO: To identify information technology beyond school. STS: Find examples of IT and sort according to where it is found. Talk about the uses of IT. Task: Complete a sorting diagram- Is IT used inside or outside?	Mid-point Assessment: Concept map-uses of IT Benefits of IT LO: To explain how It helps us STS: Recognise common types of technology. Demonstrate how IT devices work together. Say why we use IT. Task: Role play as customer, scanner & item finder, price finder & adder-recreating how a scanner works	Using IT safely LO: To explain how to use IT safely. STS: List different uses of IT. Talk about different rules for using IT. I can say how rules help keep me safe. Task: Identify which IT safety rules are being broken in each image.	End of Unit Assessment: How does IT help us? Partner teach Using IT in different ways LO: To recognise that choices are made when using IT. STS: Identify the choices I make when using IT. Use IT for different types of activities. Explain the need to use IT in different ways. Task: 'Five a day stations'- Take a photo, be active (eg Go Noodle), be creative (Paint app), give

						to others (record video message), be mindful (write tips on sticky notes eg have a break)
<p>DT Food-Vegetables</p> <p>Key Vocabulary vegetable names, names of equipment and utensils soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating, tasting, arranging, popular, design, evaluate, criteria</p>		<p>Pre-assessment: How do you make fruit salad?- Partner teach</p> <p>LO: To taste and evaluate a range of couscous to determine preferred ingredients.</p> <p>STS: I can taste and compare taste. I can describe taste using vocabulary eg sweet, sour, spicy, fruity. I can describe texture, colour and general appeal.</p> <p>Task: Brief on project to make an appealing, healthy couscous salad for children. Evaluate taste, smell, texture and appearance of range of couscous. Discussing ingredients, where each has come from and if eaten before. Evaluate existing couscous varieties and discuss how ingredients may have been prepared eg grated, peeled, chopped, ground, mixed...</p>		<p>LO: To use simple utensils and equipment safely to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>STS: I can prepare food hygienically by washing hands and using clean equipment. I can recognise which parts of the vegetable are edible and remove inedible parts by peeling or removing. I can correctly use a range of equipment and utensils safely eg grater, knife, peeler. I can prepare food using the correct equipment and method eg peeling, chopping, squeezing.</p> <p>Task: Focused practise task-preparing raw food (mushroom, carrot, tomatoes, peppers, onion, cucumber, beans, mint) in different ways using utensils-washing, peeling, slicing, dicing, grating. Taste range of food prepared to help recipe design.</p>		<p>Mid-point Assessment: How do you prepare vegetables to eat them?- Peer teach</p> <p>LO: To design appealing, healthy food by selecting a range of fruit or vegetables, according to their characteristics e.g. colour, texture and taste.</p> <p>STS: I can name a range of fruit & vegetables and their characteristics. I can use my investigation of fruit & vegetables and couscous varieties to generate initial ideas for my design. I can select appealing ingredients based on their taste, colour and texture. I can communicate my design ideas through drawing and discussion. I can describe how each ingredient will be prepared.</p> <p>Task: Design a tasty, healthy couscous salad. List ingredients, describing taste, colour or texture it will add to design and annotate how</p>

						each food item has to be prepared.
<p>Online Safety</p> <p>Two lesson to be taught at the start of the half term</p> <p>Online relationships</p> <p>Vocabulary: online, offline, communicate, consent, permission</p>	<p>L.O. I can explain why communicating with others online might be risky</p> <p>STS: am able to describe how you might send a message to someone you know using technology.</p> <p>I can list ways people might use technology to talk to:</p> <p>a pen pal in another school someone in a game (suitable for their age) an agreed adult (eg getting help with a game or interest) with adult help/supervision I can name some of the risks in doing this</p>	<p>L.O. : I can explain who I should ask before sharing things about myself or others online.</p> <p>STS: Understand the word consent and give examples when they might ask for permission. Give examples of when they might need to ask for help if something happens online without their consent. Give examples of where to find support and who they might ask if they are unsure.</p>				