

## Y2 MTP: Autumn 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>RE</b> Christianity</p> <p><b>Enquiry Question</b> Why do Christians believe God gave Jesus to the world?</p> <p><b>Key Vocabulary</b> Agape, Trinity, Incarnation Environment, pollution, recycling, reduce, repair, respect, reuse, saving, saviour, behaviour, advent, calendar, diverse, diversity, expecting, preparation, Aboriginal, Australian, Bible, forgiveness, gift, healing, kindness, Love, symbol/symbolise</p>	<p><b>Pre-assessment:</b> How do Christians believe the world was created? Sequence &amp; retell story of creation. (see slides)</p> <p>LO: I can tell you why the world may need special care.</p> <p>STS: I can talk about how people can reduce, reuse, repair and recycle things. I can discuss how the 4 Rs make our world better. I can recall how the good Samaritan was shown respect. I can explain how I can save the world by showing care and respect to other people.</p> <p>Task: Create poster for one of Rs-reduce, reuse, repair, recycle or respect.</p>	<p>LO: I can understand that a Christian might believe Jesus came to save the World.</p> <p>STS: I can recognise kind hands, kind heart, a magic wand and superhero cape might have superpowers. I can discuss how I might use these superpowers to be kind and look after others. I can recall the story of Jesus healing the paralysed man. I know Christians believe that Jesus had healing hands and a kind heart. I know the word 'saviour' is used to describe how Jesus showed them to be kind and look after each other.</p> <p>Task: Create freeze frame/tableaux (to record/photograph) of preparations that you would make to celebrate the birth of someone who had saved the world.</p>	<p><b>Mid-point Assessment:</b> How do you make our world a better place? Partner teach</p> <p>LO: I can discuss something a Christian might use to prepare for Christmas and what this might look like in different places in the world.</p> <p>STS: I can recognise an advent calendar and what it is used for. I know 'advent' is a time to prepare for Christmas. I can compare advent calendars and discuss if they help Christians focus on waiting to celebrate Jesus birth. I recognise the nativity scene can be shown differently depending on people's experiences around the world.</p> <p>Task: Each group to study one calendar depicting Christmas scene. Identify aspects of nativity scene included. Compare calendars different depictions across groups, like those across world.</p>	<p>LO: I can describe the gifts Christians might think Jesus brought to the world.</p> <p>STS: I recognise 'gifts' can be healing, love, forgiveness, kindness, accepting differences, etc. I can recall ways that Jesus was kind and showed love to many people in his life (based on Autumn 1 and Y1 units). I can describe each gift shown in each of Jesus' actions.</p> <p>Task: Draw or write actions Jesus took to show people how to live.</p>	<p>LO: I can remember the Christmas Story and start to explain that Christians believe Jesus was a gift from God.</p> <p>STS: I can recall the key events in the Christmas story. I can recall the gifts Jesus gave. I can understand that God wanted Jesus to help save the world by teaching others to love each other and their world.</p> <p>Task: Fill in the first two heart templates. 1. Their picture of the Christmas story. 2. Christians believe God gave Jesus to the world so that...</p>	<p><b>End of Unit Assessment:</b> Reflection on enquiry question-Low stakes quiz</p> <p>LO: I can say how I could show love and help people in the world.</p> <p>STS: I can discuss the reason for Jesus' arrival on Earth at Christmas. I can say how Jesus came to teach everyone to love one another and be kind to each other.</p> <p>Task: Fill in the third heart template and finish the sentence... I could help other people in the world by...</p>

<p><b>SCIENCE</b> Living things and their habitat</p> <p><b>Key Vocabulary</b> Life processes, Living, non-living, dead, never alive, movement, respiration, reproduction, growth, excretion, nutrition, habitat, micro-habitat, food chain, producer, predator, prey woodland, ocean, rainforest, desert, tropical, arctic, adaption, dependency</p>	<p><b>Pre assessment:</b> What animal am I? Guess who game.</p> <p>LO: To compare the differences between things that are living, dead and have never been alive.</p> <p>STS: I can explain some of the life processes. I can explain how life processes can tell us if something is living, dead or has never been alive.</p> <p>I can say if something is living, dead or has never been alive.</p> <p>I can give reasons for my answers</p> <p>Task: Sort living and not-living into hoops and then sort dead or never alive into groups. Children to answer and ask questions How do you know?</p>	<p>LO: To map a habitat and identify what it is To identify and sort animals into categories- dead, alive, never alive.</p> <p>STS: I can draw a map of a local habitat I can draw and label the trees and plants I can record or suggest which animals live there</p> <p>Task: Visit local habitat (at the Butterfly House). Give British habitat sheet to go with the habitat. Search the local habitat (at the Butterfly House) and make a list of things that are alive, have never been alive or dead. Draw attention to fallen leaves and plant debris (dead), rocks and stones (never alive) and what is beneath them (alive). When back at school, draw a map of this local habitat and label the dead, alive or never alive.</p>	<p>LO: To identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats.</p> <p>STS: I can find microhabitats. I can identify and name the minibeasts I find there. I can record information about minibeasts in a table. I can present my results in a pictogram. I can use my findings to compare 2 microhabitats</p> <p>Task: Search a microhabitat and complete a survey to see which bugs were there. Then, turn this into a pictogram to record data.</p>	<p><b>Mid-point Assessment:</b> Low stakes quiz</p> <p>LO: To describe a habitat and identify animals that live in it.</p> <p>STS: I can describe the different conditions of a habitat. I can identify different features of different animals. I can identify the needs of different plants and animals.</p> <p>Task: Each group to research a different habitat. Use BBC Bitesize and Butterfly House information, as well as fact files. Each group to ask the other questions about the habitat.</p>	<p>LO: To identify how an animal is suited to its habitat.</p> <p>STS: I can describe the features of some animals. I can identify the needs of different plants and animals. I can suggest how an animal survives in its habitat. I can explain why the plants in a habitat need the animals. I can explain why the animals in a habitat need the plants.</p> <p>Task: Dependency activity- label an arctic habitat with six living things and complete the sentences with the word bank for support.</p>	<p><b>End of Unit Assessment:</b> Use the jigsaw pieces to create a mini quiz about living things and their habitats.</p> <p>LO: To describe a simple food chain to show how animals get their food.</p> <p>STS: I can name some sources of food. I can give examples of herbivores, carnivores and omnivores.</p> <p>Task: Arrange the cards into as many food chains as possible. Then, draw a three step food chain.</p>
<p><b>HISTORY</b> The Great Fire of London</p> <p><b>Key Vocabulary</b> past, present, rebuilt, London, Samuel Pepys, St Paul's Cathedral, flammable, 17<sup>th</sup> century, bakery, River Thames</p>	<p>LO: To explain how we know about the Great Fire of London.</p> <p>STS: I can discuss different historical sources of information about the fire. I can identify which sources are most helpful and explain why.</p>		<p>LO: To explain London changed after the Great Fire.</p> <p>STS: I can discuss the problems that caused the fire to spread. I can describe how London should be rebuilt after the fire. I can explain why these changes happened.</p>		<p><b>Final assessment:</b> Draw London at the beginning, during and after the fire to show the differences.</p>	

	<p>I can identify which sources are least helpful and explain why. Task: Order the different historical sources from the most helpful to the least helpful.</p>		<p>Task: Create table as to how London changed. Use Twinkl table as a guide to create own.</p>		
<p><b>ART</b> Drawing</p> <p><b>Artist</b> Leonardo Da Vinci</p> <p><b>Key Vocabulary</b> Line - Cross hatching Composition - pattern, symmetry, position, pose, realistic Observation and recording skills - light/shade, tone, sketch</p>	<p>LO: To plan my final sketch-identify light and dark tones and show hatching/cross-hatching to match.</p> <p>STS: I can annotate around the photo where the darkest tones will be and where the lightest tones are. I can decide which media to use for my final drawing, pen, pencil or charcoal. I can explain why I have chosen it and jot it down in my sketchbook. I can try out a little square of crosshatching next to the area to try to recreate the exact tone.</p> <p>Task 1: Identify and annotate light and dark tones in their photographed pose. Task 2: Use prior samples to select media and note reason for choice. Task 3: Add samples of hatching/cross-hatching alongside areas observed. Attempt to match to degree of darkness observed.</p>		<p>LO: To create a realistic sketch by observing shape, lines, form and tone, using hatching/cross-hatching to show shade.</p> <p>STS: I can observe closely the lines and shapes that form parts of my hand and those within it. I can use a pencil to sketch lightly. I can add detail observed. I can observe areas of light and shade in an image (photo of own hand) I can use repeated straight lines that cross one another in different directions to form cross-hatching. I can vary the direction of fine lines when cross-hatching to create different shades. I can use hatching and cross-hatching to show areas of shade.</p> <p>Final Sketch Task 1: Narrate observations as model sketch of part of hand 'feintly' and further connected parts-highlight</p>		<p><b>End of Unit Assessment:</b> Observe and evaluate</p> <p>LO: To evaluate how realistic their sketch is and compare with Leonardo Da Vinci's sketches.</p> <p>STS: I can recognise if my work is art that is realistic, not abstract. I can describe drawing techniques used in my sketch. I can compare lines and shapes used in my sketch to the real image (photo). I can discuss what I like and dislike about my sketches.</p> <p>Task: Evaluate own sketch, responding to questions regarding realism, what observed and how, use of pencil techniques eg hatching/cross-hatching</p>

			<p>lines, shape, size, direction...</p> <p>Children sketch from observation, their hand pose photographed. Add lines to show details eg nail, knuckle, freckle...</p> <p>Task 2: Observe light and dark within photo of their hand pose. Model use of hatching/cross-hatching to show areas of shade. Children add cross-hatching to areas of shade observed.</p>			
<p><b>GEOGRAPHY</b> Continents and Oceans</p> <p><b>Key Vocabulary</b> 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: Spot the physical and human features of a continent</p> <p>STS: I can identify the physical features of a continent I can identify the human features of a continent</p> <p>Task: Sort images into human and physical</p>		<p>LO: To share understanding of a continent</p> <p>STS: I can share a fact about each of the continents- North America, South America, Antarctica, Asia, Europe, Oceania and Africa</p> <p>Task: Split the group into seven groups. Each group has a continent to research using the fact files. Give children photos- do these represent their continent? Write facts about continent.</p>		<p><b>End of Unit Assessment:</b> Quiz/poster on continents and oceans.</p>
<p><b>PSHE</b> Celebrating Difference</p> <p><b>Key Vocabulary</b> assumptions, stereotypes, boys, girls, male, female, similarities, differences, stereotypes, special,</p>	<p><b>Pre-assessment:</b> I am unique because...</p> <p>LO: To accept that everyone is different</p> <p>STS: I am starting to understand that</p>	<p>LO: To include others when working and playing.</p> <p>STS: I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</p>	<p>LO: To know how to help if someone is being bullied.</p> <p>STS: I understand that bullying is sometimes about difference.</p>	<p><b>Mid-point Assessment:</b> Yes/no quick quiz-What is bullying?</p> <p>LO: To try to solve problems.</p>	<p>LO: To try to use kind words.</p> <p>STS: I understand that it is ok to be different from other people and to be friends with them.</p>	<p><b>End of unit assessment:</b> Use the trophy task</p> <p>LO: To know how to give and receive compliments.</p> <p>STS: I can tell you some ways I am different from</p>

<p>shield, bully, on purpose, kind, unkind, feelings, sad, lonely, help, stand up for, male, female, diversity, fairness, kindness, friends, unique, value</p>	<p>sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are similar and feel good about this.</p> <p>Task: Create a shield choosing four things they have in common or similarities with their partner.</p>	<p>I understand some ways in which boys and girls are different and accept that is ok.</p> <p>Task: Create differences shield writing things that are different about them and their partner.</p>	<p>I can tell you how someone who is being bullied feels. I can be kind to children who are being bullied.</p> <p>Task: Sort scenario cards into whether they show bullying or not. Children to then write down a sentence, in partners, about what it would feel like to be bullied.</p>	<p>STS: I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others. I know how to get help if I am being bullied.</p> <p>Task: Prepare a freeze frame of bullying in groups. Then, complete a paper chain, listing something they could do if they see bullying or if it is happening to them. Write in the middle of each paper cut out.</p>	<p>I understand we shouldn't judge other people if they are different. I know how it feels to be a friend and to have a friend.</p> <p>Task: Design a birthday present for B. Is B a boy or a girl? Challenge responses appropriately (B could be a boy OR a girl).</p>	<p>my friends. I understand these differences make us all special and unique.</p> <p>Task: Complete the trophy template. In the central square: Draw a picture of one of my friends. Section 1: Write or draw how my friend is different from me. Section 2: Write or draw how my friend is similar to me. Section 3: Write or draw how it feels to be bullied. Section 4: Write or draw how I would stand up for my friend if someone was bullying them</p>
<p>MFL</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b>MUSIC</b> Playing in an Orchestra</p> <p><b>Social Question</b> How does music teach us about the past?</p> <p><b>Key Vocabulary</b> Voice, posture, structure and form, trio, musical style Tempo, solo, Kwela, mouthpiece, off beat rhythms, woodwind instruments Audience, dynamics, conductor, canon, mouthpiece</p>						
<p><b>PE</b> Combat Zone-Locomotion, Travelling &amp; Agility, Strength and balance sequence, skill, glide, speed, flow, swim static, dynamic, develop, personal best, agility, coordination, cooperation &amp; Gymnastics link, pathway, sequence, tuck, straddle, speed, star, pike</p>						
<p><b>COMPUTING</b> Creating Media – Digital Photography</p>	<p><b>Pre-assessment:</b> How do you take a photograph?</p>	<p>LO: To make choices when taking a photograph</p>	<p>LO: To describe what makes a good photograph.</p>	<p><b>Mid-point Assessment:</b> Low stakes quiz-A good photograph?</p>	<p>LO: To use tools to change an image</p>	<p><b>End of Unit Assessment:</b> Evaluate their photographs according to unit content.</p>

<p><b>Key Vocabulary</b> capture, portrait, landscape framing, subject, positioning, lighting, editing, filter, viewing window, lens</p>	<p>LO: To use a digital device to take a photograph.</p> <p>STS: I can recognise what devices can be used to take photographs I can talk about how to take a photograph I can explain what I did to capture a digital photo</p> <p>Task: Photography Bingo- give all children the bingo sheet and ask them to take photos of those things. (If possible, use a variety of media such as digital camera, iPad, phone).</p>	<p>STS: I can explain the process of taking a good photograph. I can take photographs in both landscape and portrait format. I can explain why a photo looks better in landscape or portrait format.</p> <p>Task: Take four photos- 2 in landscape, 2 in portrait. Review which format photos look better in.</p>	<p>STS: I can identify what is wrong with a photograph. I can discuss how to take a good photograph. I can improve a photograph by retaking it.</p> <p>Task: Take three photographs taking into consideration framing, positioning and detail. Review photos.</p>	<p>LO: To describe how photos can be improved.</p> <p>STS: I can explore the effect that light has on a photo. I can experiment with different light sources. I can explain why a photo may be unclear.</p> <p>Task: Take photos of the same object in different locations around school that have different levels of light (don't use the flash).</p> <p>Then take photos using three different things to improve it:</p> <p>In natural light</p> <p>Using the flash</p> <p>Using an artificial light (torch or lamp)</p>	<p>STS: I can recognise that images can be changed. I can use a tool to achieve a desired effect. I can explain my choices.</p> <p>Task: Edit photos using Pixlr image editing software. Save images.</p>	<p>LO: To recognise that photos can be changed.</p> <p>STS: I can apply a range of photography skills to capture a photo. I can recognise which photos have been changed. I can identify which photos are real and which ones have been changed.</p> <p>Task: Children take photos of their favourite part of the classroom. Children to then decide which photos are real and which have been edited.</p>
<p><b>DT</b> Food-Vegetables</p> <p><b>Key Vocabulary</b> 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,</p>		<p>LO: To make appealing, healthy food by preparing a range of fruit or vegetables, using simple equipment and utensils safely.</p> <p>STS: I can use my design to select ingredients required from those available. I can prepare food hygienically by washing</p>		<p>LO: To evaluate the couscous dish-colour, texture, taste and healthy ingredients.</p> <p>STS: I can name a range of fruit &amp; vegetables used, describe their characteristics. I can decide if the ingredients were appealing based on their taste, colour and texture.</p>		<p><b>End of Unit Assessment:</b> How to make couscous- Write instructions to include hygiene/safety measures and food preparation methods.</p>

<p>choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p>		<p>hands and using clean equipment. I can correctly use a range of equipment and utensils safely eg grater, knife, peeler. I can prepare food, removing inedible parts and using the correct equipment and method eg peeling, chopping, squeezing. I can combine ingredients according to my design.</p> <p>Task: Refer to design for ingredients and how each will be prepared. Select ingredients according to design, prepare and combine. Taste finished couscous dish for evaluation.</p>		<p>I can communicate how healthy and appealing the final couscous was. I can identify what I did well and what I would do differently.</p> <p>Task: Evaluate final product considering: What was the couscous like? (based on taste, colour and texture) Was it healthy? What did you do well? What would you do differently next time?</p>		
<p><b>Online Safety</b></p> <p><b>Two lesson to be taught at the start of the half term</b></p> <p><b>Online bullying</b></p> <p><b>Vocabulary: accident, intentional, online, offline, bullying, witness</b></p>	<p>LO: I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>STS: Identify some characteristics that are typical of bullying behaviour (online and offline) Consider the motives behind bullying behaviour. Show awareness of the range of emotions that people involved in a bullying situation may feel.</p>	<p>LO: I can explain why anyone who experiences bullying is not to blame</p> <p>STS: Identify examples of bullying behaviour. Recognise the difference between accidental and intentional behaviours that may affect others. Explain reasons why the blame lies with those who display bullying behaviours, not the target.</p>				