

## Maths

### **INSPIRE Maths**

See Long & Medium Term Planning

## Science

Children will continue to develop their working scientifically skills, demonstrating they are able

**To generate ideas and ask questions / To investigate, observe and record / To conclude ideas and concepts**

**To evaluate**

### Plants

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### Living Things

Explore and compare the differences between things that are living, dead, and things that have never been alive.

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

## English

Children will cover a range of genres linked to coal mining focusing on our reading and writing assessment framework objectives.

**Key Texts — see Medium Term Plan**

## History

Children will continue to develop key historical skills:

**To investigate and interpret the past / To build an overview of world history / To understand chronology / To communicate historically**

Children will study life in Tudor times with a particular focus on homes. They will use a range of sources including those observations made by Samuel Pepys linked to the Great Fire. Children will study the impact of the fire on the lives of the Tudors.

## Geography

Children will continue to develop key geographical skills:

**To investigate places / To investigate patterns  
To communicate geographically**

Children will study places in England, recognising some of the physical and human geographical features. Children will also compare Tudor homes to modern homes and identify how buildings have changed or how they are different because of their environment.

*“All things are possible...”*

## Year 2 Autumn Term Curriculum Map

### Homes in the Tudor Times & The Great Fire of London

## DT

Children will continue to develop their designing skills:

**To master practical skills / To design, make, evaluate and improve /  
To take inspiration from design throughout history**

Children will build upon their work with materials in art and explore textiles further. Children will use templates and simple running stitches to cut, join and also weave materials to create landscapes. Children will design and make a product and a product that has a clear purpose.

## RE

### Christianity

What do Christians believe God is like?

Why does Christmas matter?

## Music

Children will continue to develop their musical skills:

**To perform / To compose / To transcribe**

**To describe music**

Children will study local music past and present, composing, performing and evaluating their own work and others.

## Art

Children will continue to develop their artistic skills:

**To develop ideas / To master techniques / To take inspiration from  
the greats (classic and modern)**

Children will be inspired by key artists and design and recreate key pieces linked to London and The Great Fire. Children will use paints to create tints and tones and use explore different materials to create desired effects in collage.

**Key Artists:** Vischer & Loutberbour

**Key Mediums:** Painting, Collage

## Personal Development

**Families and People who care for me**

**Caring Friendships**

**Basic First Aid**

**Children will learn:**

1. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
2. To offer constructive support and feedback to others.
3. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.

## Computing

Children will continue to develop their computing skills:

**Understanding and creating algorithms / Digital content and  
the internet / Understanding the application of ICT / E-safety  
and appropriate use**

Children will develop their understanding of coding, giving instructions as well as physically following them. Children will use IT to organise and present their work and use simple internet searches to carry out research. Children will continue to develop their understanding of the online world, internet safety and behaviour online.

**Key Applications/ Programmes:** Bee Bot / Daisy Dinosaur /  
Scratch Jr

## PE

### **Dance**

**(Basic line dancing)**

### **Gymnastics**

DT
Textiles
weave
shape
join
running stitch
dye
print
templates
measure
accurate
design
software
refine
landscape
evaluate
improve

Science	
Plants	Living Things
germination	life processes
water	living
sprouts	dead
shoots	never living
seed dispersal	food Chain
seed	food Sources
roots	depend
leaves	habitat
flowers	microhabitat
fruit	survive
sunlight	woodland
water	urban
temperature	rural
nutrition	
bulb	

Maths
INSPIRE MATHS
PLEASE SEE INSPIRE MATHS WORD LIST

English
PLEASE SEE NATIONAL CURRICULUM APPENDIX 2 VOCABULARY, GRAMMAR AND PUNCTUATION

P.E	
Dance	Gymnastics
dance	forwards
line dance	backwards
plan	sideways
perform	roll
improvise	slow
Improve	shape
rehearse	jump
support	travel
step	stretch
rhythm	wide
direction	narrow
space	combination
speed	balance
	flexibility

Art
Painting/Collage
primary colours
secondary colours
mixing
tints
tones
colour wheel
dab
smooth
texture
join
cut
tear

RE
creation
God
pray
Christian
baptism
charity
creation
universe
incarnation
nativity
celebrate
Christmas
Jesus
Bethlehem
worship

History	
chronological order	Charles II
era/period	River Thames
The Tudors	buildings
The Stuarts	homes
The Gunpowder Plot	Structure
plotter	bakers
Parliament	Pudding Lane
secret	past
King James	present
Guy Fawkes	older
Catholic	new
Protestant	war
traitor	peace
treason	

Personal Development	
habit	calm down
frustrated	set a goal
obstacles	problem
determined	solve
fair	uncomfortable
unfair	comfortable
conflict	worried
responsibility	nervous
changes	sad/happy
fair/unfair	difference
belong	relationship
Welcome	behavior
compromise	bully
community	safe
trusted adult	negotiate
yucky feelings	say no and walk away
	tell a trusted grown up

Geography	
England	sea
Scotland	port
Northern Ireland	location
Wales	route
Ireland	aerial view
United Kingdom	landscape
North	environment
South	London
East	Edinburgh
West	Cardiff
semi-detached	Belfast
larger	terraced
city	smaller
beach	river
Forest	harbour
coast	human
rural	physical
town	
village	

Music
beat
chant
tempo
dynamics
pitch
repeat
rest
rhythm
sequence
tune/melody
timbre
ensemble/solo
control
style
drone
harmony
graphic notation
pulse

Computing		
commands	classroom	logic
control	home	evaluation
sequence	community	algorithms
instructions	objects	patterns
predict	everyday	decomposition
move	on/off	creating
algorithm	technology	debugging
information	create	collaborating
photos	organise	concern
videos	store	cyber safety
keyboard	manipulate	information
image	retrieve	search engine
apps	safely	add
device	respectfully	delete
technology	images	space
open	online	text
save	internet	towards
software		turn
		stop

*"All things are possible..."*

## Year 2 Key Vocabulary

- Please note these lists are not exhaustive or definitive and provide only a guide to key vocabulary that will be covered in each year group.

- Key vocabulary will be revisited from previous year groups