

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 their theme 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 the to 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 design and technology skills:

To design, make and evaluate products whilst developing their technical knowledge

Children will study **mechanisms** exploring ,designing and making and evaluating a vehicle to effectively transport water, linking to their knowledge of problems during the Great Fire of London.

RE

Christianity

What do Christians believe God is like?

Why does Christmas matter?

Music

Children will continue to develop their musical skills:

Singing, Listening, Composing, Musicianship

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

Rights and Responsibilities

Friendships

Personal Safety

Mutual Respect and Tolerance

Managing Hurtful Behaviour and Bullying

Computing

Children will continue to develop their computing skills:

Programming and Coding, Creating Digital Content, Technology in our Lives, Online 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 /Bee Bo App/ Probots

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

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 line dance plan perform improvise Improve rehearse support step rhythm direction space speed	forwards backwards sideways roll slow shape jump travel stretch wide narrow combination 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 era/period The Tudors The Stuarts The Gunpowder Plot plotters Parliament secret King James Guy Fawkes Catholic Protestant traitor treason	Charles II River Thames buildings homes Structure bakers Pudding Lane past present older new war peace

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

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

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

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