

Year Group: 2	Term: Autumn 1	Classes: Bear Grylls and Walt Disney	Teachers: Miss Cain and Miss Leak
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Knowing	Understanding/Comprehension	Applying	Analysing	Creating/Synthesis	Evaluating
Basic		Advancing		Deep	
Teaching style: Modelling and Explaining		Reminding and guiding		Coaching and mentoring	
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.		Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.		Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, Discuss, Prioritise, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.	

	Date: Week 1	Date: Week 2	Date: Week 3	Date: Week 4	Date: Week 5	Date: Week 6	Date: Week 7	Date: Week 8
English	Fiction: Narrative based on significant individual – Walt Disney and Bear Grylls.				Non-Fiction: Diary entry – Ernest Shackleton			
	Character design	Setting design Corridors	Plan journey	Write story Edit story	Race to South Pole Write questions to each other. Interview children.	South Pole description (Geographical language)	Plan diary entry	Write diary entry Edit diary entry
Grammar, Punctuation	Character – descriptive writing <ul style="list-style-type: none"> Adjectives Expanded noun phrases Verbs and adverbs Conjunctions: Subordination (when, if, that, because) Co-ordination (or, and, but) Full stops Capital letters – proper nouns Past tense: -ed suffix Questions 				Diary entry <ul style="list-style-type: none"> Adjectives Expanded noun phrases Verbs and adverbs Conjunctions: Subordination (when, if, that, because) Co-ordination (or, and, but) Full stops Capital letters – proper nouns Past tense First person Pronouns Exclamations and questions Questions 			
Spelling – common exception words	Key common exception words: find, wild, climb, cold, fast, grass, move, water Key vocab from Walt Disney Knowledge Organiser: Tier 1 - illustration, entertainment, artist, career, company Tier 2 - inventor, animation, producer, voice actor Tier 3 - entrepreneur, cartoonist Key vocab from Bear Grylls Knowledge Organiser:				Key common exception words: find, wild, climb, cold, fast, grass, move, water Key			
Reading	Pictures, speech/quotes of Disney characters/BG – expressions. Make	Vocab lessons in corridor. <i>2g. Discuss and link</i>	Model text – create their own. <i>4a. Components of a</i>	Write and edit. <i>2d. Recognise and use a</i>	Pictures, speech/quotes of children during race. Make inferences	South Pole – writing <i>2g. Discuss and link</i>	Model text – diary entry <i>5f. Explain what</i>	Write and edit. <i>2e. Recognise and use a</i>

	inferences based on these using I think...because... <i>5a. Discuss and justify actions of characters. 2g. Discuss and link word meanings.</i>	<i>word meanings. 2h. Adjectives, adverbs, similes.</i>	<i>story. 4b. Sequence events. 2e. Recognise and use a range of punctuation. 3e. Recognise and compare fiction and non-fiction.</i>	<i>range of suffixes. 2e. Recognise and use a range of punctuation.</i>	based on these using I think...because... <i>5a. Discuss and justify actions of characters. 2g. Discuss and link word meanings. 2e. Recognise and use a range of punctuation.</i>	<i>word meanings. 2h. Adjectives, adverbs, similes.</i>	<i>writer is thinking. 3e. Recognise and compare fiction and non-fiction. 5c. Discuss favourite words and phrases.</i>	<i>range of punctuation. 2h. Adjectives, adverbs, similes.</i>
Spelling - phonics	SL – Phase 6 BC – Phase 4/5 LS – Phase 3	SL – Phase 6 BC – Phase 4/5 LS – Phase 3	SL – Phase 6 BC – Phase 4/5 LS – Phase 3	SL – Phase 6 BC – Phase 4/5 LS – Phase 3	SL – Phase 6 BC – Phase 4/5 LS – Phase 3	SL – Phase 6 BC – Phase 4/5 LS – Phase 3	SL – Phase 6 BC – Phase 4/5 LS – Phase 3	SL – Phase 6 BC – Phase 4/5 LS – Phase 3
Maths- Maths No Problem	Lesson 1 - Counting to 100 Lesson 2 - Place Value Lesson 3 - Comparing Numbers Lesson 4 - Number Bonds Lesson 5 - Number Patterns Lesson 6 - Number Patterns	Lesson 1 - Simple Adding Lesson 2 - Simple Adding Lesson 3 - Simple Adding Lesson 4 - Simple Adding Lesson 5 - Adding with Renaming	Lesson 6 - Adding with Renaming Lesson 7 - Simple Subtracting Lesson 8 - Simple Subtracting Lesson 9 - Simple Subtracting Lesson 10 - Simple Subtracting	Lesson 11 - Subtracting with Renaming Lesson 12 - Subtracting with Renaming Lesson 13 - Addition of Three Numbers Lesson 14 - Chapter Consolidation	Lesson 1 - Multiplication as Equal Groups Lesson 2 - 2 Times Table Lesson 3 - 2 Times Table Lesson 4 - 5 Times Table Lesson 5 - 5 Times Table	Lesson 6 - 10 Times Table Lesson 7 - 10 Times Table Lesson 8 - Multiplying by 2, 5 and 10 Lesson 9 - Multiplying by 2, 5 and 10 Lesson 10 - Solving Word Problems	Revision of learning so far	Revision of learning so far
Maths- Cross Curricular		Measuring, folding in half and quarters- art boxes.	Measuring, folding in half and quarters- art boxes.			Reading temperatures		
History	<u>Historical skills covered:</u> <ul style="list-style-type: none"> Show an awareness of the past. Describe significant historical people – who have contributed to national and international achievements. Use wide vocabulary of everyday historical terms <i>(Researching and talking about our influential person and explaining why they are influential)</i> <ul style="list-style-type: none"> Describe where people fit within a chronological framework <i>(Place influential person on a timeline – compare Walt Disney and Bear Grylls)</i> Identify similarities and differences between ways of life in different periods <i>(Walt Disney – children show awareness of how technology has changed and impacted people’s lives Compare first animations to most recent- differences in animation, sound etc. Bear Grylls – Discuss how some of his TV programmes show how people used to live before technology. Basic survival skills.)</i> <ul style="list-style-type: none"> Show understanding of some of the ways we find out about the past. Speak about how they have found out about the past. <i>(Research activity – computing, videos, reading, library visit)</i>				<u>Historical skills covered:</u> <ul style="list-style-type: none"> Show an awareness of the past. Describe significant historical people who have contributed to national and international achievements. Describe events beyond living memory that are significant nationally or globally. Use wide vocabulary of everyday historical terms <i>(will be evident in diary entry)</i> Ask and answer questions, choosing and using parts of stories and other sources to show they understand key features of events. Show understanding of some of the ways we find out about the past. Speak about how they have found out about the past <i>(Research activity – computing, videos, reading, library visit)</i> 			
Geography	<u>Geographical skills covered:</u>				<u>Geographical skills covered:</u>			

	<ul style="list-style-type: none"> • Use maps, atlases and globes. • Name and locate the world's 7 continents and 5 oceans. • Use human and physical geographical vocabulary. 				<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns. • Use human and physical geographical vocabulary. • Name and locate the world's 7 continents and 5 oceans. 			
Science <i>Snap Science</i>	<p>1. Can you describe the object?</p> <p>Identifying and classifying.</p> <p>LO: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses.</p>	<p>2. Is that a good choice of material?</p> <p>Using observations and ideas to suggest answers to questions.</p> <p>LO: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses.</p>	<p>3. What materials are suitable for covering a tent?</p> <p>Gathering and recording data to help in answering questions.</p> <p>LO: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses.</p>	<p>4. What materials are suitable for covering a tent?</p> <p>Gathering and recording data to help in answering questions.</p> <p>LO: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses.</p>	<p>5. How good is our tent?</p> <p>Gathering and recording data to help in answering questions.</p> <p>LO: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses.</p>	<p>6. How good is our tent?</p> <p>Gathering and recording data to help in answering questions.</p> <p>LO: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses.</p>	<p>7. What can you invent?</p> <p>Using observations and ideas to suggest answers to questions.</p> <p>LO: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses.</p>	<p>8. What can you invent?</p> <p>Using observations and ideas to suggest answers to questions.</p> <p>LO: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses.</p>
DT (Cooking project in Autumn 2)								
Art Joseph Mallord William Turner	<p><u>Character design</u></p> <ul style="list-style-type: none"> • Experiment with tones using pencils, chalk or charcoal. • Represent things observed remembered or imagined using colour/tools • Try out different activities and make choices 	<p><u>Setting box design and creation</u></p> <ul style="list-style-type: none"> • Experiment with tones using pencils, chalk or charcoal. • Represent things observed remembered or imagined using colour/tools • Select particular techniques to create a product 	<p><u>Plan journey</u></p> <ul style="list-style-type: none"> • Represent things observed remembered or imagined using colour/tools 	<p><u>Write and present</u></p> <ul style="list-style-type: none"> • Give reasons for his or her preferences when looking at art work. 	<p>Look and discuss a range of Turner's art pieces. Discuss colour, technique, movement...</p> <p>Relate to how Turner wanted to portray the raw power of nature.</p> <p>Link back to our obstacle course – what barriers we would face in different weathers.</p>	<p>Show picture of Southern lights (Aurora Australis). Discuss that Ernest explored Antarctica and due to extreme weather he sadly died.</p> <p>Children to recreate picture using a range of media in the style of Turner.</p>	<p>Thinking about their method of transport – sketch their boat.</p> <p>Think about weather conditions they want to portray. Consider their brush strokes, colours etc.</p>	<p>Present their final piece of artwork alongside their diary entry.</p>

Computing		Smartie the penguin LO: Use technology safely and keep personal information private		Smartie the penguin LO: Use technology safely and keep personal information private		Bee Bots - Staying safe online LO: Use technology safely and keep personal information private		Bee Bots - Staying safe online LO: Use technology safely and keep personal information private
PE Ball skills Rugby	Lesson: Ball skills. LO: To roll a ball with control. Activity: Zig zag through a series of tight markers.	Lesson: Catching a small ball. LO: To catch a ball by holding my hands out in an appropriate position. Activity: Using different sized balls depending upon how confident children are throw and catch the ball to their partner.	Lesson: Throwing a ball overarm. LO: To throw a ball to my partner using the overarm position. Activity: Children to work in partners, throwing the ball accurately using the overarm throw.	Lesson: Throwing a ball sideways. LO: To learn how to side throw. Activity: Children to work in partners, throwing the ball accurately using the side throw.	Lesson: Rugby game. LO: To understand a player's role in rugby. Activity: Introduction to a rugby game. Children are to use throwing and catching as practised.	Lesson: Rugby game. LO: To understand the use of a rugby pitch. Activity: Using the lines/ markers, children are to play appropriately.	Lesson: Rugby game. LO: To understand the use of a rugby pitch. Activity: Using the lines/ markers, children are to play appropriately.	Lesson: Rugby game. LO: To understand the use of a rugby pitch. Activity: Using the lines/ markers, children are to play appropriately.
PSHE Healthy Lifestyles: Healthy choices, different feelings; managing feelings	By looking at different pictures they will identify how someone is feeling from body language and facial expression.	<u>Dream jars:</u> Using their knowledge of the influential person – what characteristic do they want to focus on this year?	What setbacks will their character face in their story and how they will overcome it?	Editing their work – discussing how we can always do better and improve. How does it make us feel when we make a mistake? How do we feel when we find a way to move forward?	<u>Race to South Pole</u> Discuss rules about keeping safe during the obstacle course. Discuss how to manage feelings, who to talk to if feeling worried. Make links to Ernest's expeditions.	Concrete activity- Keeping safe in different weather conditions. How to dress appropriately. Understand how the body can be hurt.	<u>Plan diary</u> Reflect back and implement in writing task – write in first person.	<u>Write diary</u> Reflect back and implement in writing task.
RE					Who is a Muslim and what do they believe?		Who is a Muslim and what do they believe?	
Music					Begin to describe a piece of music: EMW: Listen to a range of composers and describe.	Play instruments using the correct techniques with respect.	Compose and improvise: Watch video of race to the South Pole – create a piece of music to	Practise, rehearse and present performance to audience – perform to other class and

							accompany the video.	compare.
British Values	Rule of law and mutual respect: Class rules, decide on green time rewards, fast past rewards etc.	Individual liberty: Through computing e-safety .	Rule of law: Discussing setbacks as part of PSHE.	Individual liberty: Through computing e-safety.	Mutual respect: Link to RE – different faiths.	Mutual respect: Collaborating when playing instruments as part of a group.	Mutual respect: Link to RE – different faiths.	Mutual respect: Giving each other feedback in a polite manner when presenting work.
Outdoor Learning		Creating story setting	Science – designing a tent	Science – designing a tent	Obstacle course			