



# Kingsley CP Curriculum organiser

## Year 2 Autumn 1

### Science:

In Science, we will be learning about...

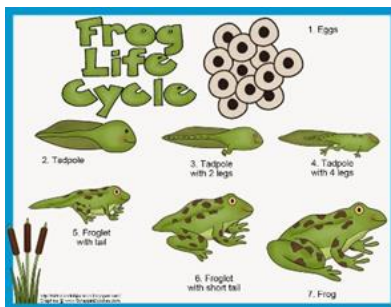
Animals including humans. We will be working in Nature's Nook for some of our lessons looking at what animals might live there and why, how our wild area is suited to certain types of animals, what animals need to survive and what hibernation means. We will be completing lots of activities using different types of scientific enquiry including asking questions, identifying and observing and using scientific language. We will also be looking at animal offspring and why it's so important for humans to exercise, eat a balanced diet and have good hygiene.

### Key knowledge:

Notice that animals, including humans, have offspring which grow into adults

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.



### Key vocabulary:

Humans	Food
Adults	Air
Offspring	Exercise
Needs	Hygiene
Survival	Basic needs
Water	

## Art

In Art, we will be developing our drawing skills. We will be following the 5 step process (cold task, research, experimentation, development, final piece) to create a self-portrait in pencil with a colourful background. We will be looking at the artists Leonardo da Vinci and Jemma Phipps (British pencil portrait artist) to help influence our work.

### Key knowledge:

- Have a greater understanding of LINE and SHAPE, continuing to refine and control marks made.
- When creating an observational self-portrait, develop a greater understanding of facial proportions and positioning.
- Continue to investigate VALUE by drawing light / dark lines by adding varied pressure to the pencil.
- Continue to expand upon PATTERNS. Such patterns will include hatching, cross-hatching, scrumbling and also stippling.
- Continue to use a sketchbook to plan, develop and record ideas. Reflect upon own artwork with greater confidence.

### Key vocabulary:

- thickness
- tone
- pattern
- texture
- line
- hatching
- scribbling
- stippling
- blending
- light
- dark
- rubbing
- observations



## Music

In Music, we will be exploring South African music or Afropop. We will be listening to a range of different songs within this genre, discussing our likes and dislikes and how the music makes us feel. We will be practising our singing throughout this unit learning the song 'Hands, Feet, Heart' by Joanna Mangona.

### Key vocabulary:

Pitch

Pulse

Tempo

Rhythm



### Key knowledge:

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To learn how songs can tell a story or describe an idea.
- Learn about voices singing notes of different pitches (high and low).
- Learn to start and stop singing when following a leader.

## Geography:

In Geography, we will learn about weather and seasons. We will focus on the local area, as well as looking at the wider perspective of the UK. Simply looking out of the window, collecting data in the playground and thinking about what is happening around us. The children will observe, spot seasonal patterns and talk about changes by using weather-related vocabulary.

### Key vocabulary

Sun, cloud, weather, weather symbol, satellite, above, sky, umbrella, predict, stormy, thunder, lightning, breeze, gale, winds, rains, torrents, tides, sunshine, snowflakes, storm, oceans roaring, north, south, east, west, days of the week

### Key knowledge:

- develop locational and place knowledge about their locality, and the UK as a whole
- understand basic subject-specific vocabulary relating to physical geography
- begin to use geographical skills, including first-hand observation, to enhance their locational awareness
- identify seasonal and daily weather patterns in the UK
- use simple fieldwork and observational skills in their school, its grounds and surroundings
- use and construct basic symbols in a key.

## Religious Education

In Religious Education, we will be learning about Judaism. We are going to focus our learning on the question 'What do Jews believe about God?'. We will be looking at some of the teachings within the Torah and where Jews worship amongst many other interesting aspects of Judaism.

### Key knowledge:

To identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue.

To retell and suggest meanings to some Jewish stories.

To ask and respond to questions about what communities do, and why.

### Key vocabulary

Judaism,  
Jew,  
Torah,  
Hebrew,  
Synagogue,  
Shabbat,  
Hanukkah,  
Shema



## Computing

In Computing, we will develop our understanding of what information technology (IT) is and will begin to identify examples. We will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. We will then investigate how IT improves our world, and we will learn about the importance of using IT responsibly.

### Key knowledge:

- I can describe some uses of computers
- I can identify that a computer is a part of IT
- I can sort school IT by what it's used for
- I can identify that some IT can be used in more than one way
- I can recognise common types of technology
- I can demonstrate how IT devices work together
- I can say why we use IT
- I can talk about different rules for using IT

### Key vocabulary

- Computers: PCs, laptops, tablets
- scanners, barcode scanners, printers, smart speakers
- traffic light signals
- responsibility

## Physical Education

In Physical Education, we will be working on 2 areas this half term. We will be working on our body management for our indoor session and developing our object control in our outdoor session. In body management, we will be looking at balancing with different parts of our bodies. In object control, we will be focusing on throwing, rolling and controlling different balls with different equipment.

### Key vocabulary

Control

Balance

Perseverance

Hand-eye/ Foot-eye coordination

Heart rate



### Key knowledge:

- I can copy and remember actions.
- I can repeat and explore actions with control and coordination.
- I can show how to exercise safely.
- I can describe how my body feels during different activities.
- I can explain what my body needs to keep healthy.