



Kingsley CP Curriculum Overview

Year 2 Autumn 2

Design & Technology

In Design and Technology, we will be learning about...

How fire fighters in 1666 tackled the Great Fire of London. We will look at what equipment they had to work with and whether this was suitable for the job. We look at fire engines from 1666 and how these worked. We will explore a range of axles and wheels on today's products to explore how they fit together and turn. The children will explore how to construct their own axles and wheels from a range of materials checking for their suitability. The children will design their own 1666 fire cart, construct using a range of materials and evaluate theirs and others end products.

Key vocabulary:

design	construct
axles	wheels
cart/fire engine	materials
equipment	tools
joining	stable
strong	purposeful

Key knowledge:

Work confidently and talk about what they will design and make.

Design purposeful, functional, appealing products using their knowledge and experience of similar products.

Select from and use a range of tools and equipment to practise and check parts of the model before constructing.

Select from and use a wide range of materials and components including axles and wheels.

Know about the movement of simple mechanisms such as wheels and axles.

Explore and evaluate a range of existing products to support their own planning and designing.

Evaluate their ideas and products checking for stability, suitability, functional, appealing etc



History:

In History we will be learning about...

Significant historical events beyond our living memory. This will include looking at Guy Fawkes and the gunpowder plot as well as an exploration of the Great Fire of London. The children will place these events on a timeline in order to begin to understand the passing of time. We will make links with our Literacy skills and will write in a variety of genre types to show our understanding of the key historical events.

Key vocabulary

Guy Fawkes	King James I
Gunpowder plot	1605
Great Fire	Pudding Lane
Bakery	Smoke
Fireman	Cart
River Thames	London
1666	In the past
A long time ago	Disaster
Decades/centuries	
Present/today	

Key knowledge:

To know that events happened in the past which has an effect on the way we live today.

To know that people and their lives were very different to the present day and to identify some similarities and differences.

To know where the people and events we study fit within a chronological timeline - this being from the oldest event to most recent.

To develop an awareness of the past, using common words and phrases relating to the passing of time such as a long time ago, over 300 years ago, 3 centuries ago.

To ask and answer questions about the past by looking at books, pictures, photographs and artefacts.

Historical event knowledge:

To understand what the Gunpowder Plot was.

To understand how Bonfire Night has changed over the years, and why it is still celebrated.

To know what happened during the Great Fire of London.

To explore the differences in firefighting equipment then and now.

To suggest why the fire spread so quickly.



Religious Education

In Religious Education, we will be learning about...

The Jewish community. We will learn about who the Jewish people are, what they believe and how they practice their faith. We will learn a little bit about their holy book, The Torah, their place of worship, the Synagogue and will focus on some of their celebration festivals including Shabbat, Purim and Hannukah. We will also identify some different artefacts and symbols of Judaism such as the Mezzuzah.



Key knowledge:

To recall and name different beliefs and practices, and talk about the Jewish faith.

To know that different people believe in different religions.

To know that Jewish people read Hebrew and I can explore and discuss sacred writings and phrases.

To recognise some different symbols and actions which express a community's way of life such as the Torah and Star of David.

To ask and respond to questions about how communities live their life and why.

To respond sensitively to some similarities and differences between different religions.

Key vocabulary

Judaism, Jew

religion

community

Torah

Hebrew

Synagogue

Shabbat

Hanukkah

Shema

Abraham

Purim

Computing

In Computing, we will be learning about...

Photography. We will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, we will use this knowledge to recognise that images we see may not be real.

Key knowledge:

To use a digital device to take a photograph

To make choices when taking a photograph specifically linking to how to take a good photograph

To describe what makes a good photograph

To decide how photographs can be improved

To use tools to change an image

To recognise that photos can be changed

Key vocabulary

Photograph / photo

Camera

Lighting

Landscape

Portrait

Editing

Composition



Physical Education

In Physical Education, we will be learning about...

The children will learn about athletics this half term. We will start by looking at a d developing techniques for jumping then we will be looking at running techniques and finally throwing techniques.

We will also learn about interpretive Dance this half term. We will be looking at responding to stimuli and how dance can convey emotions. We will also explore levels and how that can change throughout dances. Whilst learning these skills we will be developing a sequence of movements that we will perform for each other.

Key vocabulary

Jumping for height

Jumping for distance

Power technique

Control

Sequence Repeat Patterns

Control dance

Perform movement

Speed balance

Direction co-ordination

Levels

Key knowledge:

Athletics

To develop technique for jumping for distance and height

Develop an awareness of running techniques

To develop throwing technique to throw with power and accuracy

Dance

Listen to different styles of music and move their body accordingly.

Use simple movements such as walking, running, skipping.

Develop agility, balance and co-ordination as they move around using different levels.

Use emotions such as fear, panic, exciting, suspense to support movement patterns.



Music

In Music, we will be learning about...

Our song we will be learning is called: Ho Ho Ho



Appraisal - which type of music do you like? Is it OK to like/not like songs/music?

Song style and make up - are all songs the same? Do they all have a chorus? How many verses do they have? What type of music can you hear?

Instruments and vocals - do all songs have vocals? What instruments can you hear? Which instrument do you like the sound of? Are the singers male or female? Is there more than one singer? Can you play an instrument? Can you play amongst your class and keep the rhythm?

Singing and performing - learn the lyrics to a song or part of a song. Would you prefer to sing the loud parts or quiet parts? Would you like to rap? Can you dance in time to the music? Can you find and keep the pulse while dancing?

Key vocabulary

pulse	tempo
rhythm	dynamics
chorus	improvise
vocals	verse
instruments (guitar, piano, trumpet, saxophone, sleigh bells etc)	
music styles (rap, motown, pop, disco, jazz)	

Key knowledge:

To know: some songs have a chorus or a response/answer part.

To know: that songs have a musical style.

To know: that music has a steady pulse, like a heartbeat.

To know: that we can create rhythms from words, our names, favourite food, colours and animals.

Rhythms are different from the steady pulse.

We add high and low sounds, pitch, when we sing and play our instruments.

Songs include other ways of using the voice e.g. rapping (spoken word).

To know: why we need to warm up our voices.

Improvisation is making up your own tunes on the spot.

Composing is like writing a story with music.

A performance is sharing music with an audience.

Learn the names of the notes in their instrumental part from memory or when written down.

