



Kingsley CP Curriculum Overview

Year 2 Autumn 2

Science:

In Science, we will be learning about...

Animals including humans. For this exciting unit we will be taking science outdoors! We will working in the wild area 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. Back in the classroom, 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:

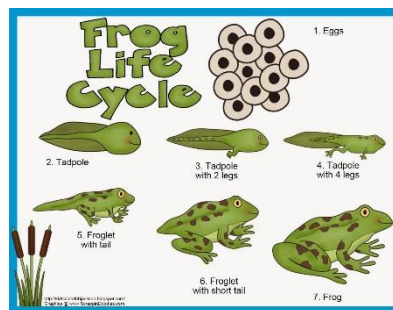
Notice that animals, including humans, have offspring which grow into adults

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	



The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



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 further, in depth 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 event.

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.



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:

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

I know that different people believe in different religions.

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

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

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

I can respond sensitively to some similarities and differences between different religions.

Key vocabulary

Judaism, Jew

religion

community

Torah

Hebrew

Synagogue

Shabbat

Hanukkah

Computing

In Computing, we will be learning about...

This half term, the children will be looking at data and how it can be presented to allow it to be interpreted. Children will have to gather their own data and then present it using excel. They will create simple graphs and pie charts and will talk about what they have found out. We will link this to data handling in Maths ensuring the children gain a good grasp and understanding of why we collect, store and retrieve data.

Key knowledge:

- To switch on, login and use laptops with confidence. This will be done in pairs to allow children to encounter and solve problems together.
- To use the keyboard and mouse with increased confidence and speed.
- To use technology purposefully, understanding that there are many elements to technology that helps us in different ways.
- To create, organise, store, manipulate and retrieve digital content using the data that they have collected for themselves.
- To use excel, understanding the basics.

Key vocabulary

Data

Stored

Retrieved

Excel

Graph/pie chart

Represent



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.



In Music, we will be learning about...



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.

