



Year 2 - Autumn MTP

Subject	Geography Au2: UK countries	History Au1: Through the decades	RE Why is Jesus special to Christians?	PSHCE Au1: What makes a good friend? Au2: What is bullying?	Science Au1: Living things and their habitats Au2: Animals including humans
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils should develop knowledge about the world, the United Kingdom and their locality <input type="checkbox"/> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <input type="checkbox"/> Identify seasonal and daily weather patterns in the United Kingdom <input type="checkbox"/> Use world maps, atlases and globes to identify countries, continents and oceans studied 	<ul style="list-style-type: none"> <input type="checkbox"/> know and understand the history of these islands as a coherent, chronological narrative <input type="checkbox"/> Understand historical concepts such as continuity and change, cause and consequence <input type="checkbox"/> Use common words and phrases relating to the passing of time <input type="checkbox"/> Changes within living memory. Where appropriate these should be used to reveal aspects changed in national life 	<ul style="list-style-type: none"> <input type="checkbox"/> introduction to the special nature of Jesus shown through his special birth, life and ministry, death and resurrection <input type="checkbox"/> Stories about the life and ministry of Jesus—healer, miracle worker, teacher <input type="checkbox"/> Christian values and ways of living based on the teaching of Jesus <input type="checkbox"/> Jesus as the Son of God 	<ul style="list-style-type: none"> <input type="checkbox"/> How important friendships are in making us feel happy <input type="checkbox"/> The characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties <input type="checkbox"/> That most friendships have ups and downs, and that these can often be worked through <input type="checkbox"/> How to recognise who to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others <input type="checkbox"/> Different types of bullying and how to get help <input type="checkbox"/> The importance of permission-seeking and giving in relationships with friends, peers and adults <input type="checkbox"/> What sorts of boundaries are appropriate in friendship with peers and others <input type="checkbox"/> That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore and compare the differences between things that are living, dead, and things that have never been alive <input type="checkbox"/> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend upon each other <input type="checkbox"/> Identify and name a variety of plants and animals in their habitats, including microhabitats <input type="checkbox"/> 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 <input type="checkbox"/> Notice that animals, including humans, have offspring which grow into adults <input type="checkbox"/> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <input type="checkbox"/> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Intent	In-depth look at the capital cities of the 4 countries of the UK—compare	Appreciate the rapidly increasing speed of change	Who Jesus was and why he is special to Christians.	Au1: The importance of making and keeping friendships Au2: Understand impact of actions on others	Au1: Understand the links between living things and their habitats Au2: The basic needs of animals and that they reproduce and grow
Proposed sequence- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> Where is UK on the world map? (Introduction/ investigation lesson, building up the idea of UK travel holiday) <input type="checkbox"/> England <input type="checkbox"/> Northern Ireland <input type="checkbox"/> Wales <input type="checkbox"/> Scotland -for each country: in-depth look into the capital cities (how to get there, landmarks, distinguishing features, etc.) <input type="checkbox"/> Choose somewhere in England to research and explore and present information 	<ul style="list-style-type: none"> <input type="checkbox"/> Context of post war Britain covered in time to talk prior to the start of the topic <input type="checkbox"/> Meet Miss Allan's family <input type="checkbox"/> 50s/ 60s: overview and interview <input type="checkbox"/> 50s/ 60s: investigate a theme <input type="checkbox"/> 70s/ 80s: overview and interview <input type="checkbox"/> 70s/ 80s: investigate a theme <input type="checkbox"/> 90s/ 00s: overview and interview <input type="checkbox"/> 90s/ 00s: investigate a theme 	<ul style="list-style-type: none"> <input type="checkbox"/> Recap- Bible (importance, build on what we already know) <input type="checkbox"/> Jesus' birth (Nativity story—act out with puppets) <input type="checkbox"/> How do Christians celebrate Christmas? Why? <input type="checkbox"/> Jesus in the Bible—important stories <input type="checkbox"/> How Jesus helps/ helped Christians. how does Jesus inspire Christians to help others? 	<ul style="list-style-type: none"> <input type="checkbox"/> How to make friends with others <input type="checkbox"/> How to recognise loneliness and what we can do about it <input type="checkbox"/> What being friendly means and what makes a good friend <input type="checkbox"/> How to resolve arguments that can occur in friendships <input type="checkbox"/> How to ask for help if a friendship is making them unhappy <input type="checkbox"/> How words and actions can affect how people feel <input type="checkbox"/> How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe <input type="checkbox"/> Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable <input type="checkbox"/> How to respond if this happens in different situations <input type="checkbox"/> How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<ul style="list-style-type: none"> <input type="checkbox"/> Alive—features of something that is alive <input type="checkbox"/> Dead, never alive, alive (investigation outdoors/ classification activity) <input type="checkbox"/> Identify what a habitat is and explore different types around us <input type="checkbox"/> Identify what animals need/ how they use their habitat to survive <input type="checkbox"/> Food chains (predator vs prey, producer vs consumer) - link to outdoor space <input type="checkbox"/> How are habitats different? <input type="checkbox"/> What an animal needs to stay alive <input type="checkbox"/> Where food comes from (videos/visit farm) <input type="checkbox"/> Make something from our own vegetables/fruit <input type="checkbox"/> Food groups and portions of each <input type="checkbox"/> Importance of exercise and hygiene <input type="checkbox"/> Offspring and growth of animals (link with PSHCE)



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Subject	Computing 1: Online safety, 2: Coding, 3: Spreadsheets 4: Questioning	D.T. Templates and joining techniques	Art	Music How does music help us to make friends? How does music teach us about the past?	PE FUNdamental Movement Skills and Athletics
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Understand what algorithms are <input type="checkbox"/> Create and debug simple programs <input type="checkbox"/> Use logical reasoning to predict the behaviour of simple programs <input type="checkbox"/> Use technology purposively to create, organise, store, manipulate and retrieve digital content <input type="checkbox"/> Recognise common uses for IT beyond school <input type="checkbox"/> Use technology safely and respectfully 	<ul style="list-style-type: none"> <input type="checkbox"/> Design purposeful products <input type="checkbox"/> Generate, develop and communicate ideas <input type="checkbox"/> Select from a range of tools and materials <input type="checkbox"/> Explore and evaluate a range of existing products <input type="checkbox"/> Evaluate against design criteria <input type="checkbox"/> Build structures, exploring how they can be made stronger, stiffer and more stable 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to mix colours experientially (i.e. encourage pupils to “try and see”) <input type="checkbox"/> Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project <input type="checkbox"/> Use new colour mixing knowledge and transfer it to other media 	<ul style="list-style-type: none"> <input type="checkbox"/> Steady beat/pulse <input type="checkbox"/> Metre of 4/4 and 2/4 <input type="checkbox"/> Creating and copying rhythmic and melodic patterns using minims, crotchets, quavers and their rests <input type="checkbox"/> The notes C D E G within the key of C major: listening, copying and playing <input type="checkbox"/> The notes G A B to play <input type="checkbox"/> The notes G A B for improvisation <input type="checkbox"/> Tempo, allegro, Adagio, Staccato, male voice, solo <input type="checkbox"/> Melodic Shape: Intervals and steps 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop competence to excel in a broad range of physical activities <input type="checkbox"/> Are physically active for sustained periods of time <input type="checkbox"/> Engage in competitive sports and activities <input type="checkbox"/> Lead healthy, active lives <input type="checkbox"/> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Intent	Apply skills to a range of software products within Purple Mash	Design and assemble a simple textile product	Deepen understanding of colour mixing and transfer this to collage; explore illustration	Exploring different patterns Focus on dynamics and tempo	To start to improve and perfect movements and understand there is a range of athletics events
Proposed sequence- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> Understand how things can be shared electronically both on Purple Mash and the Internet <input type="checkbox"/> Open and send an email <input type="checkbox"/> Know what their digital footprint is and give examples of things they would not want in it <input type="checkbox"/> Explain that an algorithm is a set of clear instructions <input type="checkbox"/> Plan an algorithm that includes collision detection <input type="checkbox"/> Create a program that uses a timer-after command <input type="checkbox"/> Create a program that uses different object types (make these move) <input type="checkbox"/> Create a program that uses a button object <input type="checkbox"/> Basic tools within spreadsheets <input type="checkbox"/> Copy, paste and totalling tools <input type="checkbox"/> Add amounts <input type="checkbox"/> Table and block graph <input type="checkbox"/> Using and creating pictograms <input type="checkbox"/> Asking yes/ no questions <input type="checkbox"/> Binary trees <input type="checkbox"/> Using 2Questions- a computer-based binary tree program <input type="checkbox"/> Using 2Investigate : a non-binary database 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore different materials for different purposes (e.g.– waterproof, warm, cooling—link to science) <input type="checkbox"/> Research popular puppet designers and compare puppets. <input type="checkbox"/> Design a puppet including materials and equipment needed. <input type="checkbox"/> Learn how to join two pieces of material <input type="checkbox"/> Mark out, cut out and join all pieces of material needed for puppet <input type="checkbox"/> Add decoration to their puppet to make it more appealing <input type="checkbox"/> Evaluate against design criteria 	Colour mixing collage <ul style="list-style-type: none"> <input type="checkbox"/> Explore using watercolour to make different colours <input type="checkbox"/> Create a colour wheel exploring shades, tones and fading <input type="checkbox"/> Match colours to their creature to support collage building Illustration <ul style="list-style-type: none"> <input type="checkbox"/> Explore the work of illustrators such as David Tazzyman <input type="checkbox"/> Explore continuous line drawing as a sketching technique <input type="checkbox"/> Design and create own cartoon characters in the style of their chosen illustrator 	How does music help us to make friends? (Exploring different patterns) <ul style="list-style-type: none"> <input type="checkbox"/> Music is in my soul (part 1 and 2) <input type="checkbox"/> Hey friends (part 1 and 2) <input type="checkbox"/> Hello How does music teach us about the past? (Focus on dynamics and tempo) <ul style="list-style-type: none"> <input type="checkbox"/> Sparkle in the Sun (part 1 and 2) <input type="checkbox"/> Listen (part 1 and 2) <input type="checkbox"/> The Orchestra Song 	<ul style="list-style-type: none"> <input type="checkbox"/> Running, jogging and sprinting <input type="checkbox"/> Long jump <input type="checkbox"/> Other jumps <input type="checkbox"/> Rolling <input type="checkbox"/> Under-arm throwing <input type="checkbox"/> Over-arm throwing <input type="checkbox"/> Throwing at a target <input type="checkbox"/> FUNdamental actions