



## AUTUMN TERM CURRICULUM PLAN

## YEAR GROUP 2

<p><b>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</b></p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p><b>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</b></p>	<p>Our curriculum is <b>cohesive</b> across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is <b>creative</b>, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is <b>collaborative</b>. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>

<p>Experiences and the wider use of the environment for this term.</p>	
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SCIENCE		
Skills as a Scientist	Substantive knowledge	Vocabulary
<p>I can ask simple questions and recognise that they can be answered in different ways</p> <p>I can observe closely noticing changes overtime, using simple equipment</p> <p>I can perform simple comparative tests</p> <p>I can identify, group and classify</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can use different types of scientific enquiry to gather and record data to help me answer questions</p> <p>I can find things out using secondary sources</p>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, including wood, metal, glass, brick, rock, paper and cardboard.</li> </ul> <p>Organise and classify objects.</p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials; including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul> <p><b>Scientist:</b> Charles Macintosh</p>	<p>Materials - wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber</p> <p><b>Properties</b> - rough/smooth, flexible/rigid, strong/weak, <b>reflective/non-reflective</b>, <b>transparent/translucent/opaque</b></p> <p><b>Changing Shape</b> - squashing, bending, twisting and stretching, pushing and pulling</p>

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<b>HISTORY</b>		
Skills as an Historian	Substantive knowledge	
Cause and consequence Historical sources Chronological understanding Change and continuity	What did Stuart London look like? Plague Fire of London – what happened? What did we learn? How do we know? - Samuel Pepys Rebuilding of London – Christopher Wren	
Cause and consequence Change and continuity	The great change makers - James Watt (transport); Emmeline Pankhurst (activist); Amelia Earhart (Explorer); Earl of Shaftesbury (reformer); Josiah Wedgewood (industrialist); Harriett Tubman Who they are. What they did. What change did they make?	

<b>GEOGRAPHY</b>		
Skills as a Geographer	Substantive knowledge	Vocabulary
Collecting and interpreting Analysing and communicating	Living in the mountains What is it like? What can we see? What are mountains like? What is it like to live there? Getting around Staying safe	
	Visiting new places Modes of transport and buying a ticket Case study – France Staying safe travelling	

<b>RELIGIOUS EDUCATION</b>		
Key Learning Point – Skills	Substantive knowledge	Vocabulary

<p>Key Question- Is it possible to be kind to everyone all of the time?</p> <p>I can re-tell a story Jesus told about being kind.</p> <p>- (The Good Samaritan, Luke 10: 25-37).</p> <p>-Jesus healing the Paralysed Man (Mark 2: 1-12)</p> <p>I can give an example of when Jesus showed kindness, see stories above.</p> <p>I can say if I think Christians should be kind and give a reason. I can link this to familiar bible stories, see above.</p>	<p>Christianity</p> <p>I can say when I have been kind to others, even when it was difficult, for example, when I had to congratulate someone on winning a prize that I wanted.</p>	<p>Christianity</p> <p>Jesus</p> <p>Bible</p> <p>Parable</p> <p>The Good Samaritan</p> <p>The Paralysed Man</p>
<p>Key Question- Why do Christians believe God gave Jesus to the world?</p> <p>I can remember the main events in the Christmas story in chronological order and represent it pictorially.</p> <p>I can start to explain that Christians believe Jesus was a gift from God.</p> <p>I can say why Christians think God gave Jesus to the world.</p>	<p>I can say how I would help solve a problem by showing love, such as the one shown in the book George Saves The World By Lunchtime. (As God showed love to the world by giving his son as a gift.)</p>	

DESIGN TECHNOLOGY		
Key Learning Point – Skills	Substantive knowledge	Vocabulary
<p>Mechanisms – pop up books</p> <p><u>Explore</u></p> <p>I can think of ideas and recognise characteristics of familiar products (pop-up books).</p>	<p>Explore</p> <p>I know that there are different joining techniques – glue, masking tape, split pin.</p>	<p>Joining</p> <p>Gluing</p> <p>Mechanism - slide, split pin, fold, spring, hinge.</p> <p>Cutting</p>

<p>I can practice joining materials to create mechanisms.</p> <p><b>Design</b> I can think of ideas and plan what to do next, based on my experience of working with materials and components. I can use pictures and labels to describe my designs. I can write a list of materials and tools.</p> <p><b>Make</b> I can use cutting tools to safely cut materials (scissors). I can select and use appropriate techniques and resources to join materials, such as masking tape, gluing, split-pin, card, paper. I can assemble materials to create a product with a variety of mechanisms.</p> <p><b>Evaluate</b> I can recognise what I have done well as my work progresses and suggest things I could do better in the future.</p>	<p>I can name and make different mechanism I know which mechanism works the best.</p> <p><b>Design</b> I know that it is important to plan and design my ideas. I know what I am making and which tools I am using. I know my design mission.</p> <p><b>Make</b> I know procedures to use tools safely. (scissors, split pin) I know how to use my design to create my final product. I know what tools and materials I need to carry out tasks.</p> <p><b>Evaluate</b> I know what I like about my product. I know what problems I had and how I overcome them. I know how I would improve my product. I know what I like about another person's pop-up book. I know what skills I used to make the pop-up book.</p>	<p>Attach Moving</p>
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ART		
Key Learning Point – Skills	Substantive knowledge	Vocabulary
<p><u>Collage</u></p> <p>Can cut, coil and fold materials in different ways (to produce a collage of a castle). (Also apply skills of collage from y1)</p> <p><u>Textile</u></p>	<p><u>Printing</u></p> <p>Know how to make prints by using press, roll and rub.</p> <p><u>3D</u></p>	<p>Collage</p> <p>Print</p> <p>stamp</p>

<p>I can use weaving to create a pattern.</p>	<p>Know what a collage is.</p> <p>Know that different effects can be made through layering, putting different materials together and choosing colours to represent an image or create an effect.</p> <p>Know that there are a variety of materials, shapes and techniques that I can use to create a collage, / Know what materials I used to create my collage.</p> <p><u>Artist</u></p> <p>The Fruit basket by Guiseppe Arcimboldo</p>	
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COMPUTING		
Key Learning Point – Skills	Substantive knowledge	Vocabulary
<p><b><u>E Safety</u></b></p> <p><b><u>Online relationships</u></b></p> <ul style="list-style-type: none"> <li>Give examples how technology can be used to communicate with others they don't know and explain why this could be risky.</li> </ul> <p><b><u>Digital Literacy</u></b></p> <ul style="list-style-type: none"> <li>Record a video</li> <li>Put video clips together.</li> </ul>	<p><b><u>Online relationships</u></b></p> <ul style="list-style-type: none"> <li>Know how communicating with others online could be risky.</li> <li>Know who I should ask before sharing things about myself online</li> <li>Know who can help me if I feel pressure to agree to something I am unsure about or don't want to do</li> <li>Know how it makes others feel if I share something without asking permission.</li> </ul> <p><b><u>Digital Literacy</u></b></p> <ul style="list-style-type: none"> <li>Know how to record.</li> </ul>	<p><b><u>Online relationships</u></b></p> <p>Communicate apps</p> <p><b><u>Digital Literacy</u></b></p> <p>Video sound</p>

PSHE	
<p><b>Families and friendships</b></p> <p>Making friends; feeling lonely and getting help</p>	<ul style="list-style-type: none"> <li>how to be a good friend, e.g. kindness, listening, honesty</li> <li>about different ways that people meet and make friends, including new children joining the class and making them welcome</li> <li>strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>about what causes arguments between friends and associated emotions</li> <li>how to positively resolve arguments between friends</li> <li>how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else – at home and at school</li> <li>about different emotions and the language to express these.</li> </ul>

<p><b>Safe relationships</b></p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p>	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use, both at school, home and in the community.</li> <li>•</li> </ul>
<p><b>Respecting ourselves and others</b></p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people – and know that it is okay to be different and have differences, and that those differences should be respected and celebrated</li> <li>• know how our rules of Ready, Respectful and Safe help to make trusting and healthy relationships – and the impact this has on ourselves and others</li> <li>• how friends can have both similarities and differences and that it is ok to be different.</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> <li>•</li> </ul>

MUSIC		
Key Learning Point – Skills	Substantive knowledge	
<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Perform a simple melody using voice and/or instruments.</li> <li>• Play simple rhythms on chime bars using a loose grip for the beater.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Know and sing: King in His Castle, Creepy Castle, Wizard Singers, Cat Rap, Grandma Rap.</li> <li>• Know the meaning of the words: tempo, dynamics, pitch, crescendo, diminuendo.</li> </ul>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Dynamics</p> <p>Crescendo</p> <p>Diminuendo</p>

<ul style="list-style-type: none"> <li>Sing in tune within a limited pitch range up to an octave.</li> <li>Perform and interpret a piece of music to accompany the Lion, the Witch and the Wardrobe using a graphic score.</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>Use simple pitch and rhythm patterns to develop a structure for a short piece on chime bars to accompany a video clip (through the wardrobe).</li> </ul> <p><b><u>Aural awareness</u></b></p> <ul style="list-style-type: none"> <li>Listen to Dance of the Sugar Plum Fairies.</li> <li>Identify changes in speed, pitch and volume within the piece of music.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>Talk about own and peers' work and make simple suggestions for improvement.</li> <li>Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Know that a chime bar is a tuned percussion instrument played with a beater</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>Know that tuned percussion has notes of different pitches.</li> <li>Know that instruments can be used to create different moods for a film scene (Lion, Witch and Wardrobe).</li> <li>Know that graphic scores can be used to record compositions.</li> </ul> <p><b><u>Aural awareness</u></b></p> <ul style="list-style-type: none"> <li>Know what sound a chime bar produces.</li> <li>Know the origins of rap music and identify what it sounds like.</li> <li>Know that music creates and atmosphere.</li> <li>Know the piece of music 'Dance of the Sugar Plum Fairies' by Tchaikovsky.</li> </ul>	<p>Conductor</p> <p>Percussion</p> <p>Tune</p> <p>Tempo</p>
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PHYSICAL EDUCATION		
Key Learning Point – Skills	Substantive knowledge	Vocabulary
<p><b><u>Teamwork</u></b></p> <p>I can take turns.</p> <p>I can listen when someone else is giving their idea.</p>	<p><b><u>OAA</u></b></p> <p>I can give clear instructions to a partner.</p> <p>I can guide my partner around obstacles using my voice.</p>	<p><b><u>OAA</u></b></p> <p>Rules</p> <p>Teamwork</p> <p>Sportsmanship</p>

<p>I can follow instructions based on a job role.</p> <p><u>Fitness</u></p> <p>I can do 60 minutes of active exercise in a day.</p> <p><u>Health and Safety</u></p> <p>I can say what safe means to me.</p> <p>can begin to identify actions/areas that may be unsafe.</p> <p>I can begin to set up equipment and apparatus safely.</p> <p><u>Competition</u></p> <p>I can compete against my peers.</p> <p>I can win and lose without becoming upset.</p> <p>I can be pleased for the winner.</p> <p>I can work to achieve a personal best.</p> <p><u>Leadership</u></p> <p>I can lead a partner.</p> <p><u>Healthy Lifestyle</u></p> <p>I can identify the changes I can feel when I exercise (heart rate, breathing, sweating)</p> <p>I can begin to understand why I need to exercise.</p> <p>I can take part in a warm-up and cool down.</p>	<p>I know how to listen to a partner to avoid obstacles.</p> <p>I can guide my partner to an object.</p> <p>I can make up my own team game with a group.</p> <p>I can set out the equipment.</p> <p>I can demonstrate how to do it.</p> <p>I can explain the rules.</p> <p><u>Gymnastics</u></p> <p>I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star)</p> <p>I can perform the 5 basic shapes when requested.</p> <p>I can change the level of the shape (standing, sitting, lying)</p> <p>I can use different parts of my body to balance upon.</p> <p>I can work on different ways to travel.</p> <p>I can walk using pointed toes and fingers.</p> <p>I know how to perform each movement to the best of my ability.</p> <p>I can travel safely and with some finesse.</p> <p>I can put my movements in a sequence.</p> <p>I can make sure my sequence is fluid.</p>	<p><u>Gymnastics</u></p> <p>Mirror</p> <p>Teddy roll</p> <p>Gambol</p> <p>Balance</p> <p>Counterbalance</p> <p>Core muscles</p> <p>Fluid/refined</p> <p>Sequence/routine</p> <p>Bended knees</p> <p>Leap</p> <p>Travel</p>
<p><u>Evaluation</u></p> <p>I can make a positive comment on another's performance.</p> <p>I can explain how I did something.</p>	<p>I know what fluid means</p> <p>I can travel safely e.g. on feet, all fours, slide, roll (pencil, log without finesse).</p> <p>I know how to keep myself and others safe when travelling.</p>	



I can rehearse and perform my sequence to a partner.

I can give feedback to my partner.

I can work on my sequence based on my partner's feedback.

I know the types of gymnastic apparatus (climbing frame, table, linking piece, mat)

I know how to carry the apparatus (2/3 per piece)

I can use my prior knowledge to fit the apparatus together.

I can travel on the apparatus safely.

I can jump from stationary.

I know how to land safely.

I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward)

I can introduce a table to my jump.

I know how to position mats by the tables (length ways)

I can perform a balance and a jump during my sequence.

I can hold the shape for 3 seconds.

I can travel safely using finesse.

I can perform a jump during my travel sequence.

I can perform a balance during my travel sequence.

I can set up a small apparatus set in a group.

I can link 1 table and 2 linking pieces.

I can perform a mirror sequence with a partner.

