

**Year group: 2 Term: Autumn 2**

**Focus Subject: Geography**

**BIG Question: Where in the world am I?**



**Key Vocabulary:**

Map, route, key, journey, map symbol, aerial view, title, globe, atlas, city, countryside, town, farm, compass, sketch map, country, ocean, sea, north, south, east, west, continent, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Antarctic Ocean

**Computing: As programmers, we will**

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

**Practise at Home:**

- Timetables Rockstars
- School Jam
- Common exception words weekly spellings
- Daily reading

**Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:**

Walking around Bodmin, visiting church in RE lessons (Baptism)

**Relationships and Health Education:**

Children will learn that:

- We are created individually by God
- God wants us to talk to Him often through the day and treat Him as our best friend
- God has created us, His children, to know, love and serve Him
- We are created as a unity of body, mind and spirit: who we are matters and what we do matters
- We can give thanks to God in different ways

**Science: As scientists, we will learn:**

**Substantive and Disciplinary Knowledge Progression:**

The world is made up of things that are living and not living (non-living). A living thing is something that is alive and needs food, water and air. A thing that is not living does not need food, water and air because it is not alive. Living and non-living things can be compared and grouped by looking at what is the same and what is different.

**Everything in the world can be classified into living or non-living.**  
**A living thing is something that is alive and needs food, water and air.**  
**All living things share certain characteristics in common called life processes.**

Ask simple questions and recognise that they can be answered in different ways (fair tests, comparative tests, observation over time, research, pattern seeking) research the answers to questions using books, tablets or computers a the answer to a given question

**As Musicians, we will:**

In this unit, we ask 'How Does Music Teach Us About the Past?' as an entry point for the broad Social Theme of 'Music Is a Storyteller and Time Traveller'. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.

**RE: as theologians, we will:**

Knowledge and Understanding learning about:



Retell, with increasing detail, one of the religious accounts of the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke. Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets. Identify Zechariah's special message about John's future (Lk 1:76). Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born. Recognise that the Church teaches that Mary is the mother of God who prays for them and with them. Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare.

**PE: As athletes, we will:**

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

**Maths: As mathematicians, we will**

Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100

Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers

Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

Solve problems with addition and subtraction; using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods

This unit focuses on the properties of 2D and 3D shapes. Children will learn to describe and sort shapes based on the shapes' mathematical properties, using the correct terminology. Children will also draw on their counting skills and their ability to compare and order numbers. In this unit, children will learn to describe and categorise shapes based on their number of sides, vertices, edges and faces.



**English: As readers and writers, we will:**

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing poetry
- writing for different purposes - information books/instructions
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

**Geography: As geographers, we will:**

Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2)

Draw a sketch map of a route with some approximate scale and features in correct order

Use and interpret 4 compass points

Using an atlas to find places within the UK, around the world and locating the World's five main oceans.

The UK and our local area have daily weather patterns. - Examples of weather include sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy (with thunder and lightning) Weather is a description of what the conditions are like in a particular place. We can gather information about the weather in a particular place, Identify patterns (in the weather)



Half term overview <span style="float: right;">St. Mary's Catholic Primary</span>							
Term: Year 2 – Autumn Term 2							
Focus: Geography    Teacher: Vicky Baker							
Dates	4 <sup>th</sup> November	11 <sup>th</sup> November	18 <sup>th</sup> November	25 <sup>th</sup> November	2 <sup>nd</sup> December	9 <sup>th</sup> December	16 <sup>th</sup> December
Events	Monday 4 <sup>th</sup> Inset Thursday 7 <sup>th</sup> Police in KS1	15 <sup>th</sup> Children in Need			Christmas Play Tues / Weds RWI English Hub 5 <sup>th</sup>		20 <sup>th</sup> – End of Term
English	Narrative – Little Red Riding Hood (Journey/Quest Genre) EXPLORE	Narrative – Little Red Riding Hood (Journey/Quest Genre) LANGUAGE AND VOCABULARY STAGE – short burst writing grammar	Narrative – Little Red Riding Hood (Journey/Quest Genre) INNOVATE week	Narrative – Little Red Riding Hood (Journey/Quest Genre) INVENT week	Instructions on how to catch a wolf	Instructions on how to catch a wolf	Christmas Poetry
Spelling	Year 1 common exception words Year 2 common exception words	Year 1 common exception words Year 2 common exception words	Year 1 common exception words Year 2 common exception words	Year 1 common exception words Year 2 common exception words	Year 1 common exception words Year 2 common exception words	Year 1 common exception words Year 2 common exception words	Year 1 common exception words Year 2 common exception words
Maths	<b>Power Maths – Unit 2 (Addition &amp; subtraction 1)</b> <ul style="list-style-type: none"> <li>Add across a 10</li> <li>Subtract across a 10</li> <li>Subtract from a 10</li> <li>Subtracting a 1-digit number from a 2-digit number (1)</li> </ul>	<b>Power Maths – Unit 2 (Addition &amp; subtraction 1)</b> <ul style="list-style-type: none"> <li>Subtracting a 1-digit number from a 2-digit number (2)</li> <li>End of unit assessment – strengthening and deepening activities</li> </ul> <b>Power Maths – Unit 3 (Addition &amp; subtraction 2)</b> <ul style="list-style-type: none"> <li>10 more, 10 less</li> <li>Add and subtract 10's</li> <li>Adding two 2-digit numbers – add 10s and add 1s</li> </ul>	<b>Power Maths – Unit 3 (Addition &amp; subtraction 2)</b> <ul style="list-style-type: none"> <li>Add two 2-digit numbers – add more 10s then more 1s</li> <li>Subtracting a 2-digit number from a 2-digit number – not across 10</li> <li>Subtracting a 2-digit number from another 2-digit number – across 10</li> <li>How many more? How many fewer?</li> <li>Subtraction – find the difference</li> </ul>	<b>Power Maths – Unit 3 (Addition &amp; subtraction 2)</b> <ul style="list-style-type: none"> <li>Compare number sentences</li> <li>Missing number problems</li> <li>Mixed addition and subtraction</li> <li>Two step problems</li> </ul> Optional column method lessons <ul style="list-style-type: none"> <li>Adding two 2-digit numbers (1)</li> </ul>	<b>Power Maths – Unit 3 (Addition &amp; subtraction 2)</b> <p>Optional column method lessons</p> <ul style="list-style-type: none"> <li>Adding two 2-digit numbers (2)</li> <li>Subtracting a 2-digit number from another 2-digit number (4)</li> <li>End of unit assessment-strengthening and deepening activities</li> </ul>	<b>Power Maths – Unit 4 (Properties of shape)</b> <ul style="list-style-type: none"> <li>Recognise 2d and 3d shapes</li> <li>Count sides on 2d shapes</li> <li>Count vertices on 2d shapes</li> <li>Draw 2d shapes</li> <li>Lines of symmetry on shapes</li> <li>Sort 2d shapes</li> </ul>	<b>Power Maths – Unit 4 (Properties of shape)</b> <ul style="list-style-type: none"> <li>Make patterns with 2d shapes</li> <li>Count faces on 3D shapes</li> <li>Count edges on 3D shapes</li> <li>Count vertices on 3D shapes</li> <li>Sort 3d Shapes</li> </ul>

<p><b>Science</b></p> <p>Living or non-living LO: to compare and group things into living and non-living.</p> <p><a href="https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/living-or-non-living">https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/living-or-non-living</a></p>	<p>Living things and movement LO: to describe movement as something that all living things do.</p> <p><a href="https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/living-things-and-movement">https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/living-things-and-movement</a></p>	<p>Alive, dead and never alive LO: to compare and group things that are alive, dead, and never alive.</p> <p><a href="https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/alive-dead-and-never-alive">https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/alive-dead-and-never-alive</a></p>	<p>Animal Habitats LO: to explain why different animals live in different habitats.</p> <p><a href="https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/animal-habitats">https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/animal-habitats</a></p>	<p>Plant Habitats LO: to explain why different plants live in different habitats.</p> <p><a href="https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/plant-habitats">https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/plant-habitats</a></p>	<p>Plants and animals in microhabitats LO: to identify and name plants and animals found in microhabitats.</p> <p><a href="https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/plants-and-animals-in-microhabitats">https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/plants-and-animals-in-microhabitats</a></p>	<p>Assessment task</p>
<p><b>RE</b></p> <p>Focus 1</p> <p>The prophet Isaiah</p> <p>WALT: I know that a prophet communicates God's message.</p>	<p>Focus 2</p> <p>The Annunciation of John the Baptist</p> <p>WALT: know the story of the annunciation to Zechariah</p>	<p>Focus 3</p> <p>The Annunciation of Jesus.</p> <p>WALT: know the Annunciation to Mary</p>	<p>Focus 4</p> <p>The Visitation.</p> <p>WALT: hear and reflect on the Magnificat.</p>	<p>Focus 5</p> <p>The birth of John the Baptist &amp; Zechariah's voice is restored.</p> <p>WALT: know what happened when Zachariah named his son.</p>	<p>Focus 6</p> <p>The Birth of Jesus.</p> <p>WALT: know what happened at the Birth of Jesus.</p>	
<p><b>Art</b></p> <p>Lesson 1: Drawing from image and film</p> <p>How can I record the things I see in photos or film?</p>	<p>Lesson 2: Drawing small</p> <p>How can I create drawings of tiny objects?</p>	<p>Lesson 3: Introducing mono print</p> <p>What is a mono print?</p>	<p>Lesson 4 &amp; 5: Explore a theme or narrative</p> <p>How can I make a mono print that explores a theme?</p>	<p>Lesson 4 &amp; 5: Explore a theme or narrative</p> <p>How can I make a mono print that explores a theme?</p>	<p>Lesson 6: Reflect, share, and discuss</p> <p>How can I reflect on my mono prints?</p>	<p>Christmas Crafts</p>
<p><b>Music</b></p> <p><b>Focus on Dynamics and Tempo</b></p> <p><b>Unit 2 – How Does Music Teach Us about the Past?</b></p> <p>Step 1 – Sparkle in the Sun (Part 1)</p>	<p><b>Focus on Dynamics and Tempo</b></p> <p><b>Unit 2 – How Does Music Teach Us about the Past?</b></p> <p>Step 2 – Sparkle in the Sun (Part 2)</p>	<p><b>Focus on Dynamics and Tempo</b></p> <p><b>Unit 2 – How Does Music Teach Us about the Past?</b></p> <p>Step 3 – Listen (Part 1)</p>	<p><b>Focus on Dynamics and Tempo</b></p> <p><b>Unit 2 – How Does Music Teach Us about the Past?</b></p> <p>Step 4 – Listen (Part 2)</p>	<p><b>Focus on Dynamics and Tempo</b></p> <p><b>Unit 2 – How Does Music Teach Us about the Past?</b></p> <p>Step 5 – The Orchestra Song</p>	<p><b>Focus on Dynamics and Tempo</b></p> <p><b>Unit 2 – How Does Music Teach Us about the Past?</b></p> <p>Step 6 - Assessment</p>	

DT							
PE	<p><b>Dance – Celebration Session 1</b> Can you use large body actions and small body actions to create a dance about a cat?</p> <p><b>KS1 Games 2 Session 2</b> Can you throw and catch a ball whilst on the move?</p>	<p><b>Dance – Celebration Session 2</b> Can you develop and remember movement actions for a dance? Can you include a change in levels and speed within your dance?</p> <p><b>KS1 Games 2 Session 3</b> Can you control a ball whilst on the move?</p>	<p><b>Dance – Celebration Session 3</b> Can you develop a Chinese New Year Dragon dance?</p> <p><b>KS1 Games 2 Session 4</b> Can you bounce a ball?</p>	<p><b>Dance – Celebration Session 4</b> Can you develop a winter dance showing different snow shapes and travel movements?</p> <p><b>KS1 Games 2 Session 5</b> Can you bounce a ball whilst on the move?</p>	<p><b>Dance – Celebration Session 5</b> Can you perform a dance about Christmas linking moves together fluently and in unison?</p> <p><b>KS1 Games 2 Session 6</b> Can you use your bouncing skills to play a game of Basketball?</p>	<p><b>Dance – Celebration Session 6</b> Can you practice and perform a dance based on celebrations? Can you describe and comment on others work explaining what you like and dislike and why?</p>	
ICT	<p>To use a digital device to take a photograph</p> <ul style="list-style-type: none"> <li>I can recognise what devices can be used to take photographs</li> <li>I can talk about how to take a photograph</li> </ul> <p>I can explain what I did to capture a digital photo</p>	<p>To make choices when taking a photograph</p> <ul style="list-style-type: none"> <li>I can explain the process of taking a good photograph</li> <li>I can take photos in both landscape and portrait format</li> <li>I can explain why a photo looks better in portrait or landscape format</li> </ul>	<p>To describe what makes a good photograph</p> <ul style="list-style-type: none"> <li>I can identify what is wrong with a photograph</li> <li>I can discuss how to take a good photograph</li> <li>I can improve a photograph by retaking it</li> </ul>	<p>To decide how photographs can be improved</p> <ul style="list-style-type: none"> <li>I can explore the effect that light has on a photo</li> <li>I can experiment with different light sources</li> <li>I can explain why a picture may be unclear</li> </ul>	<p>To use tools to change an image</p> <ul style="list-style-type: none"> <li>I can recognise that images can be changed</li> <li>I can use a tool to achieve a desired effect</li> <li>I can explain my choices</li> </ul>	<p>To recognise that photos can be changed</p> <ul style="list-style-type: none"> <li>I can apply a range of photography skills to capture a photo</li> <li>I can recognise which photos have been changed</li> <li>I can identify which photos are real and which have been changed</li> </ul>	

<p>Geography</p>	<p><b>Where are the worlds people?</b></p> <p>How many people live on the planet</p> <p>Where people are distributed globally</p> <p>Which continents have the biggest populations</p> <p><a href="https://classroom.thenational.academy/lessons/where-are-the-worlds-people-6hj3er">https://classroom.thenational.academy/lessons/where-are-the-worlds-people-6hj3er</a></p> <p>Challenge question - Where do the highest population of people live?</p>	<p><b>What is a settlement?</b></p> <p>People live in settlements</p> <p>What the differences are between villages, towns and cities</p> <p>Increasing numbers of people live in cities</p> <p><a href="https://classroom.thenational.academy/lessons/what-is-a-settlement-74t3ed">https://classroom.thenational.academy/lessons/what-is-a-settlement-74t3ed</a></p> <p>Challenge question - Adam lives in a place with just 6 houses and one farm. Adam lives in a ...</p>	<p><b>What affects where people live?</b></p> <p>What makes a good location for a settlement</p> <p>What makes a bad location for a settlement</p> <p>What the ideal location for a settlement might be</p> <p><a href="https://classroom.thenational.academy/lessons/what-affects-where-people-live-68vkjt">https://classroom.thenational.academy/lessons/what-affects-where-people-live-68vkjt</a></p> <p>Challenge question - Why do you think that humans settled at Skara Brae 5,000 years ago?</p>	<p><b>How are settlements shaped?</b></p> <p>How early settlements were different to settlements today</p> <p>How settlements vary in shape</p> <p>How settlements have patterns</p> <p><a href="https://classroom.thenational.academy/lessons/how-are-settlements-shaped-c4wp2r">https://classroom.thenational.academy/lessons/how-are-settlements-shaped-c4wp2r</a></p> <p>Challenge question - What do you think is the settlement pattern of Bodmin?</p>	<p><b>What makes up a city?</b></p> <p>What land uses are found in a city</p> <p>What the purpose of these different land uses are</p> <p><a href="https://classroom.thenational.academy/lessons/what-makes-up-a-city-ccup2c">https://classroom.thenational.academy/lessons/what-makes-up-a-city-ccup2c</a></p>	<p><b>How are cities and villages different to live in?</b></p> <p>Where do people live across the globe?</p> <p>How life is different for people living in cities and villages</p> <p><a href="https://classroom.thenational.academy/lessons/how-are-cities-and-villages-different-to-live-in-cdhp2e">https://classroom.thenational.academy/lessons/how-are-cities-and-villages-different-to-live-in-cdhp2e</a></p>	<p><b>What human and physical features can I find in my settlement?</b></p> <p>Review the physical and human features in a settlement</p> <p>Identify features of the settlement where the pupil lives</p> <p><a href="https://classroom.thenational.academy/lessons/what-human-and-physical-features-can-i-find-in-my-settlement-c8v6ac">https://classroom.thenational.academy/lessons/what-human-and-physical-features-can-i-find-in-my-settlement-c8v6ac</a></p> <p>Walk around Bodmin and locate and label the human and physical features on a map.</p> <p>Draw symbols and key to label a sketched map</p>
<p>PSHE/ RSE</p>	<p>Unit 1</p> <p>Session 1: Let the children come</p> <p>Day 1 – Jesus never leaves us out</p>	<p>Unit 1</p> <p>Session 1: Let the children come</p> <p>Day 2 – God welcomes us each individually</p>	<p>Unit 1</p> <p>Session 1: Let the children come</p> <p>Day 3 – Jesus knows us, cares for us and always has time for us</p>	<p>Unit 1</p> <p>Session 1: Let the children come</p> <p>Day 4 – The Kingdom of Heaven</p>	<p>Unit 1</p> <p>Session 1: Let the children come</p> <p>Day 5 – Thanking God in body, mind and spirit</p>		