

	Global Theme	Overview of the Learning Journey		
	Identity and Diversity	<p>Through the global theme 'Identify and Diversity' the children will be celebrating their individuality and the diversity within their class. The children will listen to others and accept others viewpoints, even when different to their own and develop an understanding that what makes them happy may not necessarily be the same for others. They will consider not only viewpoints of their peers but those from different generations and show awareness of, and concern for people's feelings. Through this the children will form intergenerational relationships with residents from a local residential home and enrich their learning about the past from the residents. The children will develop their historical enquiry skills by researching how the local area has changed over time, investigate the Tudor heritage in our local community and consider what life was like in the Tudor Era. They will discover the untold stories of the black Tudors and use this as a platform to explore their local community and conduct a geographical local area study of Royal Greenwich Park. The children will celebrate their learning by creating a social event for residents of a local care home.</p>		
	Focus			
Intergenerational Relationships				
Knowledge and Understanding	Skills	Attitudes	Vocabulary	
<ul style="list-style-type: none"> similarities and differences between peoples in local setting and also in wider contexts what contributes to self-identity and belonging 	<p>Empathy</p> <ul style="list-style-type: none"> show awareness of, and concern for people's feelings show interest in, and concern for others outside immediate circle and in contexts different to own <p>Self-awareness and reflection</p> <ul style="list-style-type: none"> recognise effects of own behaviour on others and use this to help make choices identify matters that are important to self and others <p>Communication</p>	<p>Sense of identity</p> <ul style="list-style-type: none"> sense of belonging and valuing of relationships with others awareness of and pride in own individuality <p>Respect for people and human rights</p> <ul style="list-style-type: none"> respect for other people's feelings and ideas <p>Commitment to participation and inclusion</p> <ul style="list-style-type: none"> willingness to participate in activities both inside and outside of the classroom 	<p>Prior Vocabulary</p> <p>identity diversity community differences similarities language beginning understanding homeland unfamiliar memories belonging</p>	<p>Current Vocabulary</p> <p>unique strengths characteristics culture country hobbies individual inclusive relationships</p>

	<ul style="list-style-type: none"> participate in discussions about issues that affect self, others and the wider world state opinions and start to give reasons for these listen carefully to others <p>Ability to manage complexity and uncertainty</p> <ul style="list-style-type: none"> describe feelings about changes in own life and locality 	<ul style="list-style-type: none"> belief that that everyone should be included and able to participate 		
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History - Year 2 Autumn Term

Context	Skills and Knowledge	Vocabulary
<p>The Tudors in Greenwich – The untold story of the Black Tudors</p> <p>Global context and Theme</p>	<p>Identity and Diversity</p> <ul style="list-style-type: none"> The Tudors were unique in their position as during this period they lived in a world where skin colour was less important than religion, class or talent: before the English became heavily involved in the slave trade. Black Tudor’s came to England from Africa, Europe the Spanish Caribbean. They came with privateers, pirates, merchants, aristocrats, even kings and queens, and were accepted into Tudor society. They were baptised, married and buried by the Church of England and paid wages like other Tudors. Yet their experience was extraordinary because, unlike the majority of Africans across the rest of the Atlantic world, in England they were free. Links to present day – Children will consider why the black Tudor stories are untold, why are these not part of the traditional history that we’re taught. Why does this rival traditional view of race and society? <p>Skills</p> <p>Local History:</p> <ul style="list-style-type: none"> Greenwich palace and Greenwich during the Tudor period <p>Chronological Understanding:</p> <ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Understand how to put people, events and objects in order of when they happened, using a timeline <p>Understanding of events, people and changes in the past</p>	<p>chronology</p> <p>source</p> <p>local</p> <p>community</p> <p>recent</p> <p>similar</p> <p>contrast</p> <p>difference</p> <p>similarity</p> <p>artifact</p> <p>eye-witness</p> <p>significant</p> <p>compare</p> <p>historical</p>

History - Year 2 Autumn Term			
Context	Skills and Knowledge		Vocabulary
	<ul style="list-style-type: none"> • Use information given to describe events and people beyond living memory • Compare and contrast the differences within a locality, over time • Give examples of how their lives are different to the lives of others in the past <p>Historical Enquiry and Interpretation</p> <ul style="list-style-type: none"> • Recall different ways in which the past is represented • Ask questions and find out answers about the past • Use a wide range of sources, including trips and eye witness accounts to build a picture about the past • Identify the difference between primary and secondary sources <p>Communication</p> <ul style="list-style-type: none"> • Describe objects, people or events in history, building on others ideas and discussions <p>Greater Depth</p> <ul style="list-style-type: none"> • Research the past using multiple sources to find relevant information • Explain why different accounts of the past may vary 		
	<p>Prior Learning</p> <ul style="list-style-type: none"> • In year one the children learnt about the history of their local area which have links to the Tudor era, In the EYFS the children learnt about the concept of the past, something beyond living memory 	<p>Future Learning</p> <ul style="list-style-type: none"> • During the spring term, the children will be learning about the Victorians, Dr Barnardo and his impact in the community 	

Geography - Year 2 Autumn Term			
Context	Skills and Knowledge		Vocabulary
Local Area Study	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Compare and contrast characteristics of the four countries of the United Kingdom and its surrounding seas, such as flags, cultural customs, traditions, symbols and capital cities <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use simple compass directions, such as north, south, east and west to describe the location of features and routes on a map 		compass points capital city locality fieldwork field data weather aerial view

	<ul style="list-style-type: none"> • Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of local area such as schools, shops and parks • Use simple fieldwork and observational skills to compare the geography of their school and the local area with another area familiar to them, identifying the human and physical features <p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Label a diagram or photograph using some geographical vocabulary • Describe a locality • Identify key features of a locality by using a map 	<p>aerial map centre environment</p>
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Art - Year 2 Autumn Term		
Context	Skills and Knowledge	Vocabulary
<p>Observational drawings and 3d sculpture of water melons</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Understand where they might use different grades of pencil in their drawing and why • Use charcoal and pastels to create different drawing styles • Create different tones using light and dark • Apply different shading techniques to create different tones <p>Painting</p> <ul style="list-style-type: none"> • Mix paint to explore colour theory • Create shades of a colour • Experiment with watercolour techniques to create different effects <p>Sketch books</p> <ul style="list-style-type: none"> • Create links with an artist and show this in their sketchbooks • Use their sketchbooks as a mode to record emotions <p>Printing</p> <ul style="list-style-type: none"> • Find printing opportunities in everyday objects <p>3D</p> <ul style="list-style-type: none"> • Apply bonding techniques to add parts onto their sculpture • Apply a smooth surface to a sculptural form • Apply line and shape to their work <p>Textiles</p> <ul style="list-style-type: none"> • Build an image using fabrics <p>Collage</p>	<p>scale shade cross- hatching hatching smudging blending scumbling secondary colour contrasting effect smooth rough sculpture mould form fabric</p>

Art - Year 2 Autumn Term		
Context	Skills and Knowledge	Vocabulary
	<ul style="list-style-type: none"> Interpret an object through collage Apply a range of different kinds of media to embellish and add details on their collage and explain what effect this has <p>Knowledge</p> <ul style="list-style-type: none"> Make links to an artist to inspire their work Generate and discuss topic links to their art Discuss how other artist/craft maker/designer have used colour, pattern and shape <p>Greater Depth</p> <ul style="list-style-type: none"> Make comparisons between their own artwork and other artists Articulate what they are trying to express in their own artwork Make suggestions for improvement in their own and others' artwork Transfer skills into a different medium e.g. using drawing skills when painting 	
DT	<p>Design</p> <ul style="list-style-type: none"> Generate ideas through comparing existing products Plan an innovative product Identify appropriate tools and materials and explain their choices Describe their design by using pictures, diagrams, and words <p>Make</p> <ul style="list-style-type: none"> Join materials/components together in different ways Measure materials to use in a model or structure Use joining, folding or rolling to make it stronger <p>Evaluate</p> <ul style="list-style-type: none"> Assess how well their product works Explain what they would change if they were going to make their product again <p>Textiles</p> <ul style="list-style-type: none"> Separate and bond fabrics together Build an image using fabrics Create a large scale textile or sculpture piece through class collaboration <p>Greater Depth</p> <ul style="list-style-type: none"> Make comparisons between their own artwork and other artists or designers 	<p>stronger</p> <p>stiffer</p> <p>stable</p> <p>diagram</p> <p>components</p> <p>joining</p> <p>folding</p> <p>rolling</p> <p>template</p> <p>assemble</p>

Art - Year 2 Autumn Term		
Context	Skills and Knowledge	Vocabulary
	<ul style="list-style-type: none"> Articulate what they are trying to express in their own designs and products Make suggestions for improvement in their own and others' products Explain what prior knowledge helped them to form their designs 	

Science - Year 2 Autumn Term			
Context	Skills and Knowledge	Vocabulary	
Living Things and their Habitats	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> Match certain living things to the habitats they are found in Explain the differences between living and non-living things Describe some of the life processes common to plants and animals, including humans Describe how a habitat provides for the basic needs of things living there Describe how some animals get their food using basic food chains Describe how plants and animals are suited to their habitat <p>Greater Depth</p> <p>Skills and Knowledge</p> <ul style="list-style-type: none"> Describe characteristics of an animal that help it to live in a particular habitat Describe what animals need to survive and link this to their habitats <p>Working scientifically</p> <ul style="list-style-type: none"> Classifying things as to whether they are living, dead or were never alive and recording finding using charts Describing how things are classified and exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' and discuss ways of answering questions Construct a simple food chain that includes humans e.g. grass>cow>humans Describe the conditions in different habitats and micro-habits Explore how the conditions affect the number and types of plants and animals living in the habitat 	animals habitats living dead never alive non-living suited suitable basic needs food food chain shelter move feed names of local habitats (pond, woodland etc.)	deciduous herbivore carnivore omnivore survive life cycle reproduce predators prey characteristics classify movement respiration sensitivity growth reproduction nutrition tropical arctic Antarctic desert extinct endangered

RSE & PSHE - Year 2 Autumn Term		
Context	Skills and Knowledge	Vocabulary
Relationships: Families and Friendship	Relationships: Families and Friendship <ul style="list-style-type: none"> Identify how to be a good friend, e.g. kindness, listening, honesty Understand different ways that people meet and make friends Discuss strategies for positive play with friends, e.g. joining in, including others, etc. Understand what causes arguments between friends Explain how to positively resolve arguments between friends Identify how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone 	friendships, relationships, socialising, agree, disagree, resolve, feelings, help
Relationships: Safe Relationships	<ul style="list-style-type: none"> Understand how to recognise hurtful behaviour, including online Understand what to do and whom to tell if they see or experience hurtful behaviour, including online Identify what bullying is and different types of bullying Explain how someone may feel if they are being bullied Identify the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help Recognise how to resist pressure to do something that feels uncomfortable or unsafe Identify how to ask for help if they feel unsafe or worried and what vocabulary to use 	online, harmful, hurtful, online, bullying, surprises, secrets, comfortable, uncomfortable, privacy
Relationships: Respecting ourselves and others	<ul style="list-style-type: none"> Identify the things they have in common with their friends, classmate, and other people Understand how friends can have both similarities and differences Explore how to play and work co-operatively in different groups and situations Know how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	common, similarities, differences, cooperation, respect

PE - Year 2 Autumn Term		
Context	Skills and Knowledge	Vocabulary
Gymnastics	Gymnastics <ul style="list-style-type: none"> Perform travelling movements on their feet and with weight on their hands, using apparatus and following different pathways (zig-zag, L shape etc.) Jump using a skipping rope Create and perform a sequence of movements including rotation using apparatus 	jump for distance jump for height sprint tempo choreograph

PE - Year 2 Autumn Term		
Context	Skills and Knowledge	Vocabulary
	<ul style="list-style-type: none"> Observe a partner and give accurate feedback 	foot dribble hand dribble two handed catch underarm throw overarm throw throw for distance throw for accuracy
Net Games	<ul style="list-style-type: none"> Using a range of different ball types Change technique of strike/send to match ball e.g. softball or Frisbee Adapt body shape to send/receive objects using a variety of techniques Begin to make predictions of how different balls/objects react in space 	beam trestle crash mat floor mat
Fundamentals/Multi Skills	<ul style="list-style-type: none"> Side roll Over arm throw Catch medium/ small balls 2 handed strike e.g. tennis racket/bat Jump for height and distance 	football rugby ball tennis ball netball basketball feedback warm up cool down

Computing - Year 2 Autumn Term		
Context	Skills and Knowledge	Vocabulary
Programming- Programming on screen	E-Safety <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private Problem solving and logical thinking <ul style="list-style-type: none"> Predict the outcome of a set of instructions using logical reasoning (Scratch, J2Code) Identify the parts of a program that responds to a specific event and initiate specific action (for example - they can write a cause and effect sentence of what will happen in a program) 	predict program debug algorithms code amend save

Computing - Year 2 Autumn Term		
Context	Skills and Knowledge	Vocabulary
	<ul style="list-style-type: none"> • Create a simple program that achieves a specific purpose. With their designs displaying a growing awareness of the need for logical programmable steps • Identify and correct simple errors (debugging) Creative Content <ul style="list-style-type: none"> • Confidently create, name, save and retrieve content • Experiment with a range of media (drawing tools, texts, pictures/photos, animations and sound) Digital Literacy <ul style="list-style-type: none"> • Recognise uses of information technology beyond school 	load

Music - Year 2 Autumn Term		
Context	Skills and Knowledge	Vocabulary
Understanding pitch within music	Performing <ul style="list-style-type: none"> • Sing songs with an awareness of others, showing clear phrasing using breath control Composing <ul style="list-style-type: none"> • Use a variety of sound sources to create an intended effect including body percussion, tuned and untuned instruments, and the voice Appraising <ul style="list-style-type: none"> • Listen to and watch orchestral performances and identify various instruments 	breathing pitch high low

RE - Year 2 Autumn Term		
Context	Skills and Knowledge	Vocabulary
Hinduism - Part 1 Unit 1: Diwali	Key Questions <ul style="list-style-type: none"> • What understanding do Hindus have about God? • What do stories at Diwali explain about God? • What is the role of a Hindu temple in a Hindu's life? Knowledge Hindus believe in one God <ul style="list-style-type: none"> • Represented through different names and forms e.g. Rama Ganesh, Hanuman, Lakshmi • God has visited earth at different times in different forms to help people: Rama 	Hinduism temple/ mandir priest Prayer / Puja/ Aarti Namaste symbol divine worship

RE - Year 2 Autumn Term		
Context	Skills and Knowledge	Vocabulary
	<ul style="list-style-type: none"> • Stories on the theme of good and evil connected to Rama and Sita recalled at Diwali • Stories are found in the Ramayana • Worship at Diwali • The Hindu Mandir • Respect shown by sitting on the floor • The shrine • The Aarti ceremony • Puja 	Diwali Ganesh Lakshmi Rama Sita Krishna Hanuman Ramajana shrine
Judaism - Part 1: Unit 2: Festivals in the Jewish year	Key Questions <ul style="list-style-type: none"> • Why is it important to keep traditions/ customs alive? • How do festival events help to teach young Jews about their past? • What do these festivals show about the Jews' relationship with God? Knowledge Succot (Sukkoth) <ul style="list-style-type: none"> • Festival of Tabernacles • Succoth – temporary shelters (singular succah) • Celebration at home and the Synagogue • Story told of 40 years in the desert • Harvest Passover (Pesach) <ul style="list-style-type: none"> • Story recalled: Moses and the Exodus from Egypt found in the Torah • Celebration at home • Symbolism and ritual of seder meal – questions from youngest child • Israel- a special place for Jews Purim <ul style="list-style-type: none"> • Story recalled: Esther saves her people • Celebration at home and synagogue • Symbolism and ritual of storytelling and dressing up 	Judaism mezuzah Shema Hanukkah Dreidel Latkes miracle sukkot sukkah willow synagogue ark Torah Hebrew