

St Dennis Primary Academy

Year: 2

Term: Autumn 2

Curriculum Drivers

Big Question: Who were the Great Monarchs?

Stunning Start: A Royal Celebration

Fabulous Finish: Design a crown

Real life experiences

Dress up day and role-play coronation
Visit the Church
Christmas play

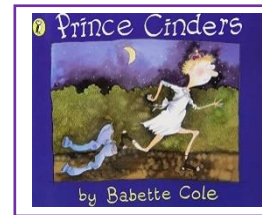
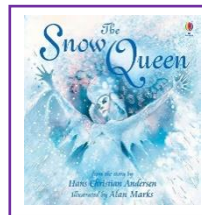


English

RWI Get Writing

Storytelling Text: The Snow Queen by Hans Christian Anderson

Book Study Text: Prince Cinders by Babette Cole



Assembly Theme:

Aspiration

Emotional Literacy:

The zones in me, Understanding different perspectives, Me in my zone

Wellbeing

Zones of regulation sessions
Daily mile
Go Noodle stretches, routines and breaths



Drawing club:

Use pictures linked to wider curriculum topic

Adjectives

Compound words

Adjectives with -er and -est

Subordination when. because, if

Statements and exclamations

Noun phrase

Oracy

Physical – to speak clearly and confidently when describing properties of materials.

Linguistic – using appropriate historical sequencing language when placing monarchs on a timeline.

Cognitive – ordering theories taught about Richard III into an argument for or against whether he killed his nephews.

Social and Emotional – Confidently present what they know about how to help with first aid in an emergency.



Environment and Community

Tri-Services Officer from St Dennis visit to talk about everyday safety and basic first aid



Mathematics:



White Rose Units:

Number: Addition and Subtraction

Addition and subtraction facts within 20

Know that addition is commutative and subtraction is not.

Geometry: Shape

Identify and describe the properties of 2-D shapes, including the number of sides, and lines symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes.





Declare the difference between common 2-D and 3-D shapes and everyday objects.





Key Skills Session:




Number bonds

Mastering Number - Weeks 6-10

Maths jotter fluency

	Science 	History 	RE 	Computing 
Unit title:	Subject: Chemistry Unit: Use of everyday materials	Themes: Society Unit: Who were the great monarchs?	Theme: Gospel Unit: What is the good news Christians believe Jesus brings? (Unit 14)	Area: Data and information Unit: Pictograms Natterhub: Feel it
Builds On:	Year: 1 Term: Autumn 1 Unit: Everyday materials	Year: 1 Term: Autumn Unit: The Gunpowder Plot	Year: 2 Term: Autumn 1 Unit: Gospel – What is the good news Christians believe Jesus brings? (Unit 13)	Year: 1 Term: Spring 2 Unit: Grouping data
Memory Master:	Sort objects and label with correct type of material and properties.	Complete a quiz about the Gunpowder plot (linked to monarchy).	Discussion with class mind map – What is the good news Christians believe Jesus brings?	Explore objects that have been sorted according to properties and revisit this term.
Lesson Sequence:	I can identify a variety of everyday materials.	What is a monarch?	What can we say about peace as part of the good news Christians believe Jesus brings?	I can recognise that we can count and compare objects using tally charts.
	I can distinguish between an object and the material it is made from.	How is the title of king or queen inherited?	How can we show the good news that Christians believe Jesus brings?	I can recognise that objects can be represented as pictures.
	I can investigate the properties of different materials and how we can change them (by bending etc).	What do we know about the life and death of Richard III?	What do Christians believe Jesus showed them about how to pray?	I can create a pictogram.
	I can investigate the properties of different materials (suitability for purpose). Show what you know.	How do Queen Elizabeth I and Queen Victoria compare?	What are the important parts of prayer for many Christians? What is the good news that Christians believe Jesus brings?	I can select objects by attribute and make comparisons. I can recognise that people can be described by attributes.
Composite:	Investigation to find out suitability of purpose of materials	Children will explain similarities and differences between two monarchs and why they are significant.	Inside a cross, draw and write all the different bits of good news that Christians believe Jesus brings to his followers.	Children collect data in tally charts and using attributes to organise and present data on a computer.
Impact:	Can name a variety of everyday materials. Know that everyday materials have different physical properties. Know how the properties of a material can make it useful for a range of different purpose. Know that different materials can share the same properties.	Children understand the idea of chronology and timelines and can ask questions about the past. They can show an understanding of concepts, such as nations, monarchy and parliament.	Can tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. Can give simple accounts of what Bible texts mean to Christians. Recognise that Jesus gives instructions to people about how to behave.	Children know what tally charts and pictograms are, how to use them and how to interpret them. They know how to use different attributes to classify.

	Art and Design 	Physical Education (REAL PE) 	Sport (PE Planning) 	Design Technology 
Unit title:	Technique: Craft and design Artist: Sheila Hicks	Learning focus: Social Unit: REAL Dance	Unit: Games (Ball Skills)	Area: Structures Unit: Baby Bear's Chair
Builds On:	New this year	Year: 1 Term: Autumn 2 Unit: REAL Dance	Year: 1 Term: Autumn 2 Unit: Tag Rugby	Year: 1 Term: Autumn 1 Unit: Constructing a windmill
Memory Master:	New this year	N/A	N/A	Quiz – Constructing a windmill
Lesson Sequence:	Artist I can recall the textile techniques of Sheila Hicks.	Cog: Social Warm up games: Alphabet soup, Follow the leader Fundamental Movement Skills: Shapes solo, Partnering shapes, Circles solo, Partnering circles, Artistry abstraction, Artistry (Making) Skills Application: Give your dance a shape, Hand in hand we move, Round and round, Turn me, turn you, Silky smooth moves and grooves, Time to show your best	I can hold and move with a rugby ball.	Research I can research man-made and natura structures. I can research thrones from around the world.
	Experiment I can learn how to make a pompom.		I can pass the ball pointing the nose of the ball.	
	Plan I can plan my pompom wreath.		I can understand the roles of defending and attacking.	Skills I can use explore how to make a stable structure. I can strengthen materials. I can join materials.
	Create I can create my pompom wreath.		I can pass accurately to a partner.	
	Evaluate I can review my creation.		I can defend by tagging.	Make I can make a model throne that is stable.
Composite:	A wreath constructed from pompoms.	Children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	I can get past a defender. I can try to score goals by getting past opponents.	Evaluate I can evaluate the success of my throne by testing its strength.
Impact:		REAL PE – Social Cog I can help, praise and encourage others in their learning.	Simple small-sided tag rugby game. Children develop control and accuracy when throwing and catching a rugby ball. They can successfully beat a defender and begin tagging players in game situations.	Design and make the King's throne. Children will continue to develop their design skills towards a design brief. They will gain an understanding of how to make structures stronger and more stable.

	PSHE 	PSHE 	PSHE 
Unit title:	Brook Learn 1 Unit: Everyday Safety	Brook Learn 2 Unit: Basic First Aid	Theme: Anti-bullying Week – Choose Respect
Builds On:	Year: Year 1 Term: Autumn 1 Unit: Emergencies and Getting Help	Year: Year 1 Term: Autumn 1 Unit: Emergencies and Getting Help	Year: Year 1 Term: Autumn 2 Unit: N/A
Memory Master:	Name ways to get help in an emergency.	Revisit ways we can care for ourselves and others.	N/A
Lesson Sequence:	I can understand dangers in everyday situations and how to keep safe.	I can learn first aid skills.	I can define respect.
	I can recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches.	I can feel confident to help someone who needs first aid.	I can explain how to show respect to others.
	I can identify that some household products and medicines are harmful.	I can feel able to help someone who needs first aid.	
	I can recognise how to stay safe outdoors, especially around water and roads.		
	I know who to ask for help if I am worried about my/someone else's safety.		
Composite:	Learn and sing the Cornwall Fire Service fire safety rhyme.	Role play a First Aid situation	Role play scenarios that show respectful and disrespectful disagreements. Create a 'Respect Pledge'.
Impact:	Pupils gain understanding of the general dangers, both indoors and outdoors, and how to keep ourselves safe.	Children understand the concept of first aid, how to recognise if someone might need help and how to give basic first aid.	School will be an inclusive place for all, and pupils will feel empowered to speak out against bullying.