Hedgehog Class, Year 2.

Medium Term Planning – Autumn Term 1.

Derry Hill C of E Primary School		Year 2: Term 1: Autumn 2024	
National Curriculum Subject	**Key Vocabulary**	**Key Skills and Knowledge**	**Learning Intention and Implementation**
History Why do we celebrate Bonfire Night? **Learn about an event beyond living memory that is significant nationally.** 	The Gunpowder plot plotters Parliament Guy Fawkes King James I treason secret Catholic Protestant traitor conspirators executed	**Key Skills:** Chronologically sequence actions that happened before, during and after the Gunpowder Plot. Describe the causes and the consequences of actions in the Gunpowder Plot within the historical context. Use evidence to show how the Gunpowder Plot was uncovered. Analyse how reliable the evidence was. **Key Knowledge:** I can describe how and why we celebrate Bonfire Night and explain	**LI: I make links between the celebration of Bonfire Night today and the historical events that it remembers.** **Lesson 1:** To explore what we know about how Bonfire Night is celebrated today (When? How? Why?). Learn some basic information about the Gunpowder Plot in 1605 and link these to the present day celebrations. **LI: I can use pictures of people and objects to identify similarities and differences between the way of life in 1605 and now.** **Lesson 2:** Look at pictures of Guy Fawkes and King James 1, as well as objects that they would have used. Watch a short video about them and life at this time and make a fact file about Guy Fawkes. **LI: I can use my historical knowledge to suggest how the Gunpowder Plot could have happened.** **Lesson 3:** Find out who the key plotters were to blow up the houses of Parliament. Use maps /

		the significance of fireworks and the 'guy'. I can explain some differences between life now and life in Guy Fawke's time. I can identify different key people in the Gunpowder Plot (King James I, Guy Fawkes, Robert Catesby and Lord Monteagle) and say what their role was in the events. I can describe how and why the plotters tried to carry out their plan.	pictures to discuss how they think the plotters decided to solve the problem of getting their gunpowder barrels into the Houses of Parliament. Compare ideas to the actual plans. **LI: I can match people and places to key actions within the Gunpowder plot and sequence them on a timeline.** **Lesson 4:** Watch a short video about what happened in the gunpowder plot and who did what. Order events on a timeline. **LI: I can use evidence to show how the plot was stopped and what happened to the plotters. I can give an opinion on whether this was right or wrong.** **Lesson 5:** Read the letter that was sent as a warning about the Gunpowder Plot and discuss why it might have been sent. Look at evidence of the punishments received and say if you think this was fair. **LI: I can present facts about Bonfire Night and why we celebrate it in a way that can be easily understood.** **Lesson 6:** Make a simple poster or leaflet explaining the main historical events behind Bonfire Night and how we celebrate.
Science Working Scientifically	question answer observe equipment identify classify	**Key Skills:** Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment.	**LI: To investigate the effect gravity has on everyday objects.** **Lesson 1:** Begin by talking to the children about what a scientist is. Create a mind map together of the things they already know about science and scientists to add to throughout the half term. Introduce the children to Isaac Newton, talk about what he discovered and the

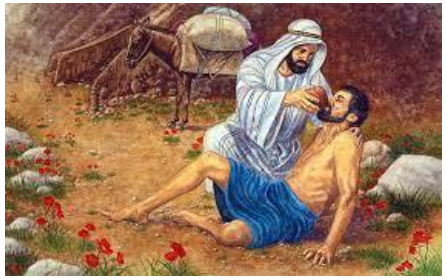
Use practical scientific methods, processes and skills in order to investigate. 	sort group record data compare describe Biology Chemistry Physics	Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. **Key Knowledge:** I can talk about what a scientist is. I can talk about what an experiment is and what makes it fair or unfair. I can identify famous scientists from the past and present and talk about their discoveries. I can use my own knowledge to make predictions. I can observe patterns in what I am finding out. I can talk about what I have found out.	meaning of gravity. Make paper spinners with the children from two different types of paper. Investigate how/why the weight of the object could make one spinner fall faster than the other. **LI: To investigate what happens to light when it passes through different transparent objects.** **Lesson 2:** Recap with the children about Isaac Newton, add to the mind map any new learning that they have. Explain to the children that he did not just stop by looking at gravity, he made lots of discoveries about light too! Using prisms, torches and coloured paper, they will investigate how they can change the colour of the light using the different prisms. **LI: To investigate the wind.** **Lesson 3:** Recap on what we learned about Isaac Newton's discoveries. Introduce the children to Maggie Aderin Pocock and explain that she is a modern scientist. Talk about her work on the wind and ask the children why they think it is important for us to know about the wind. Look at machines that measure the wind. Make wind vanes together, investigating outside how the wind is different in different locations. **LI: To investigate whether sound can pass through materials.** **Lesson 4:** Recap with the children the scientists and investigations they have looked at so far. Ensure our class mind map is up to date. Talk about Alexander Graham bell and his discoveries. Make telephones using cups and strings. Make predictions about what will sound quieter or louder and encourage the children to ask and answer a set of questions with their partner using the telephones.

			LI: To investigate our senses and reflexes. **Lesson 5:** Recap on the mind map. Look at some pictures of children doing different things and talk about what our bodies can do. Explain to the children that scientists have spent hundreds of years working out what our bodies can do. Children will work in pairs to carry out a simple investigation into how quickly our muscles can work. The children will take it in turns to drop a ruler for the other one to catch and record the number it is caught on. Whole class smelling and feeling in relation to senses discussion. **LI: To investigate how germs are transferred by touching things.** **Lesson 6:** Recap on our discussion about scientists looking at bodies. Introduce the children to scientists who looked at bodies such as Florence Nightingale, Alexander Fleming and Louis Pasteur. Focus on their work on germs and bacteria. Whole Class investigation into germs and how they are transferred. Talk about hand washing. Children will make a leaflet about how to wash your hands properly. **LI To identify what it is to be a good scientific investigator.** **Lesson 7:** To complete our work into scientists and investigation, we will complete our mind map and talk about what we have learned. We will make a class manual on good scientific practice in order to help us with our learning for the rest of the year.

RE

Is it possible to be kind all of the time?

Learn to re-tell Bible stories that show kindness and to explore how this makes Christians behave towards each other.



kindness
conscience
advice
difficult
parable
enemy
neighbour
difference / different
refugee
tolerance
Samaritan
paralysed

Key Skills:
Reflect on times when you have been kind and why this is difficult at times.

Re-tell key stories where Jesus was kind to others.

Explain Christian teachings on kindness and tolerance. Give my opinion on how these teachings can be shown in our lives.

Key Knowledge:

I can describe times when I have been kind to others and people have been kind to me.

I can retell the stories of the Good Samaritan and Jesus Healing the Paralysed Man and explain the main learning points in these.

I can discuss occasions when it is difficult to be kind and suggest ways that this can be achieved.

I can recognise how other people show kindness in their lives.

LI: I describe how it feels when people are not kind and give examples of kindness.

Lesson 1: To explore what we understand about kindness. Reflect on times when other people have been kind / unkind to you and how it made you feel. Give advice on how to be kind to others.

LI: I can understand and retell the story of the Good Samaritan and explain one key lesson from the story.
Lesson 2: Listen to the story of the Good Samaritan. Draw a picture of the main point and write a sentence saying what the story teaches us.

LI: I can use my understanding of the story of the Good Samaritan to identify how similar kindness can be shown in the world today.
Lesson 3: Recap on the message of the Good Samaritan. Consider different scenarios from school and the news and say how people are showing Christian kindness. Set class targets for acts of kindness to be carried out over the coming week.

LI: I can understand and retell the story of Jesus Heals the Paralysed Man and explain one key lesson from the story.

Lesson 4: Watch a short video telling the story of Jesus Healing the Paralysed Man. Make a storyboard telling the story. Discuss why Jesus was kind to someone he did not know.

LI: I can recognise situations when it is difficult to be kind and describe ways that people can show kindness in these situations.

			Lesson 5: Use pictures to help us think of situations where it is difficult to be kind. Discuss why this is and how we can show kindness at these times. Think of an example in your life of when it has been hard to be kind. **LI: I show my understanding of kindness and how to be kind in an acrostic poem and school rules for kindness.** **Lesson 6:** Work as a class to create an acrostic poem based on the word kindness. Write and illustrate your own 3 rules for being kind to display on our class kindness board.
PSHE **Friendship** **Fair & Unfair** **Belonging** **Staying Safe** 	relationships difference respect fair / unfair sharing generous community belonging goal help trust safe / unsafe	**Key Skills:** Listen to and respect other people's views and feelings. Develop positive relationships with others. Be able to take part in discussions with others. Express views and opinions. Work independently and in groups, taking on different roles and working towards the same goal. **Key Knowledge:** I know the importance of respecting others, even when they are different from me. I understand that sharing is an important part of kindness and friendship. I can recognise what is right / wrong or fair / unfair in different situations and say why.	This term children will look at how they relate to other people around the world and in communities close to home. They will explore how they can show respect for people who are different to them, and think about why this is important. They will consider their role in their school community and in other community groups and discuss the importance of 'belonging'. Children will consider the concepts of fairness and sharing, and be asked to relate these to their own experiences as well as looking at a range of scenarios. Finally, children will consider safety in relationships with others, particularly focusing on how to respond appropriately to adults they may encounter who they do not know.

		I can identify different roles in my school community and say at least one way that I belong to, and help, my community. I can identify signs and symbols that show belonging to other community groups and say what they do. I can explain how to keep myself safe around adults I do not know.	
P.E. 	balance co ordination space left right slower faster stop freeze footwork movement	I know where I am with my learning. I have begun to challenge myself. I try several times if at first I don't succeed and ask for help when appropriate. I can follow instructions, practise safely and work on simple tasks by myself. I show patience and support others. I am happy to show and tell others about my ideas. I can help, praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing	• L1-L3 Coordination: Footwork • L4-L6 Static Balance: One Leg • L7-L9 Dynamic balance Agility. Jumping and landing. • L10-12 Static balance. Seated.

Computing

Developing Programming

program
instructions
sequence
algorithm
predict
execute
run
code blocks
delete
debug
loop

Key Skills:
Create and debug simple programs by selecting code blocks, putting them in the correct sequence and executing (running) the program.

Use logical reasoning to predict the behaviour of simple programs.

Simplify a program by using a loop to repeat actions.

Key Knowledge:

I can follow instructions to access activities and websites on my device.
I can sequence instructions so that my program works in the right order.

I can use direction arrows to move an onscreen object to achieve my aim.

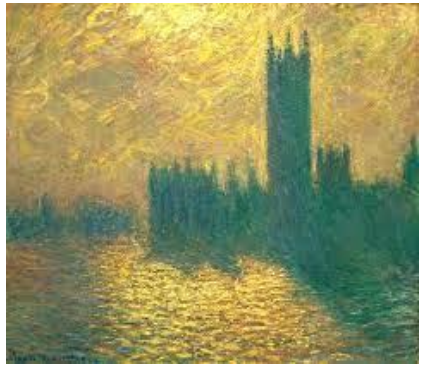
I can predict a route to get to where I want on screen and make corrections if my directions go wrong.

This term children will be developing their programming skills. They will use simple blocks of code and directions to move characters on screen to complete simple tasks. To do this they will have to predict what order the code blocks need to go in and then execute their coding to see if they were correct.

The children will learn how to use loops in their programs so that they can repeat sections of code more easily, and will also learn how to debug their codes and correct simple mistakes.

Art

To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



Impressionist
painter
light
colour
technique
artist
landscape
outside
lines

Key Skills:
Experiment with different paints and brushes for specific purposes.

Use the same starting point as other artists such as the environment or a landscape as inspiration for work.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space through the use of different mark making materials.

LI. To learn about Claude Monet, look at the art he produced and discuss the features of his work.
Claude Monet PowerPoint. Looking closely at his waterlilies pictures and having a go at our own interpretation of his work.

LI. To look closely at Claude Monet's mark making and explore our own mark making techniques.
Recap on what we know about Claude Monet. Concentrate on mark making, mark making PowerPoint. Mark making carousel to explore this further.

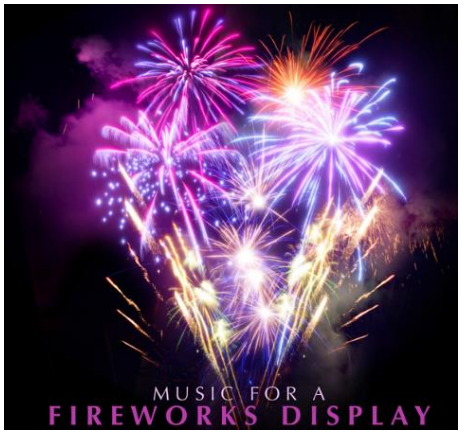
LI. To explore Claude Monet's use of colour and apply this to our own studies of the same object.
Look at how Claude Monet changed the colour of his paintings depending on his ability to see colour. Complete a flower study but using four select colour pallettes.

LI. To look at Claude Monet's painting of the houses of parliament in relation to the story of the Gunpowder plot and begin our own interpretation.
Look at The Houses of parliament painting by Claude Monet and begin to draw and paint our own with the techniques we have learnt and using a select colour palette. **(2 weeks)**

Firework pictures

Music

Firework Music



beat
rhythm
lyrics
in unison
vocal sounds
graphic score

instrumental accompaniment
represent
preference
chronological order
17th century instruments: recorder, lute, harpsichord, crumhorn
percussion instruments
scat singing

Key Knowledge:
I can identify a graphic score and follow simple graphics when playing or singing.
I can compare and contrast 3 pieces of classical music that focus on fireworks and describe how they represent fireworks using musical language.
I can identify and describe instruments used in the 17h century and recognise them in a song.

Key Skills:
I can represent the sounds of fireworks through vocal sounds and by using instruments.
I can use graphic symbols to record our instrumental parts so that they can be played again.
I can learn and perform a chant about fireworks, adding vocal and instrumental firework sounds in time and creating 2 versions of the chant.
I can evaluate our chant and give ideas of how we could improve it.
I can give an opinion using musical vocabulary to explain which piece of music I think best represents fireworks and why.
I can learn and perform the song 'Hundreds of Years Ago', summarising the Gunpowder Plot. I can add percussion to the song creating and following a graphic score.

This term children will explore vocal and percussion sounds to represent different fireworks and combine these with a chant to form class and group compositions. They will learn what graphic scores are and use these to record their ideas.

Children will learn to sing the chorus and verse of the Katy Perry Song 'Fireworks' and consider how fireworks are represented in the song.
They will listen to three pieces of classical music that were written about fireworks:
'Music for the Royal Fireworks' by Handel
'Fireworks' from 'The Harry Potter' soundtrack
'Flourish with Fireworks' by Knussen.
Children will be encouraged to evaluate and compare the three pieces and express a preference with a reason.

Children will finish the unit by learning to sing a song about 'The Gunpowder Plot' and learn about the 17th century instruments that are used in the song. They will add a rhythmic accompaniment to the song and perform it.