


<p>Derry Hill C of E Primary School</p>		<p>Year 2: Term 2: Autumn 2024</p>	
<p>National Curriculum Subject</p>	<p>Key Vocabulary</p>	<p>Key Skills and Knowledge</p>	<p>Learning Intention and Implementation</p>
<p><b>Geography</b></p> <p><u>Continents and Oceans</u></p> <p><b>Where in the world do you find pirates?</b></p> 	<p>map globe continent country Equator Asia Africa North America South America Antarctica Europe Australia Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern Ocean</p>	<p><b>Key Skills:</b> Use an atlas to locate the world's seven continents on a map.</p> <p>Recognise and locate the UK on a map/globe.</p> <p>Locate the world's oceans using an atlas.</p> <p>Locate the seas around the UK.</p> <p>Understand how to orientate a map/atlas correctly and use it to find key information.</p> <p><b>Key Knowledge:</b> I can name the seven continents of the world.</p>	<p><b>LI: I can use key vocabulary to talk about different Geographical areas: continents, countries, cities, oceans, rivers, seas. I can name the 7 continents and 5 oceans.</b></p> <p><b>Lesson 1:</b> Children sort key geographical terms into whether they are land or water, and then sort them by size. They identify the meaning of a continent and ocean and find these on a map with support. They use their maps to find examples of countries in the different continents.</p> <p><b>LI: I can use compass points to explain directions on a simple pirate treasure map and also on a larger map of the world. I can respond positively to instructions relating to direction.</b></p> <p><b>Lesson 2:</b> Children learn the meaning of North, South, East and West by physically moving around the room following directions. They look at a map with compass points shown and identify countries that are to the north / south / east / west of given starting point. Children follow</p>

<p><b>Be able to use world maps, atlases and globes to locate the 5 oceans and 7 continents in the world.</b></p> <p><b>To use simple compass directions to describe locations on a map.</b></p>	<p>North South East West turn straight up down</p>	<p>I can name some European countries.</p> <p>I can understand and describe the difference between a sea and an ocean.</p> <p>I can name the seas around the UK and the world's oceans.</p> <p>I know the 4 points of a compass.</p> <p>I can use and follow key directional language - turn, straight, left, right, up, down, North, South, East, West.</p>	<p>instructions on a pirate map using compass points to locate treasure and give their own instructions to treasure in Derry Hill.</p> <p><b>LI: I can use an atlas to find information about the names of countries, seas and oceans using my knowledge of key vocabulary to help me.</b></p> <p><b>Lesson 3:</b> Children develop their reading and research skills by using an atlas to find key pieces of information. They use the index and contents pages of the atlas to locate the right pages to find the information they need.</p> <p><b>LI: I can check my knowledge of key information about oceans, seas and continents and can use an atlas and globe to identify additional information such as landscape and possible climate.</b></p> <p><b>Lesson 4:</b> Children explore the globe further using Google Earth as a class and recognise the water covers more of the earth than land. They use features of the land to make judgements about climate and where people might live.</p> <p><b>LI: I can design my own pirate treasure map and include key location information on it using compass points and coordinates.</b></p> <p><b>Lesson 5:</b> Children follow instructions on pirate maps by using coordinates and gridlines to further increase their ability to use a map. They also use these</p>
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## Science

### Uses of every day materials.



wood  
metal  
plastic  
glass  
brick  
rock  
paper  
cardboard  
solid  
soft  
squash  
bend  
twist  
stretch  
observe  
identify  
classify  
sort  
group  
record  
compare  
describe

#### Key Skills:

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Ask simple questions and recognise that they can be answered in different ways.

Observe closely, using simple equipment.

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 identify different materials.

I can describe the properties of materials.

I can compare the suitability of different everyday materials

#### Identifying Uses

**LI: To identify and discuss the properties and uses of different materials.**

Lesson 1: Look at the materials PowerPoint. Look at what different things are made with different materials and talk briefly about why.

Match the material with its use activity.

#### Out and about.

**LI. To identify and classify the uses of everyday materials, in the context of the local area.**

**LI. To gather and record data to help in answering questions, by exploring the purposes of different objects.**

Lesson 2: Recap on material matching. Play the material identifying game: closing eyes and describing materials properties. Sorting natural materials from man-made.

Materials hunt: record what we can see in our local area and what we think it is made of.

#### Comparing Suitability

**LI. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by exploring the purposes of different objects.**

Lesson 3&4:

Look at different items and what they are used to make. Sort the materials into different categories according to their properties.

Talk about making a pirate ship, what properties do the materials on the boat need to have? Test materials for waterproofness.

I can explain how the shapes of objects made from some materials can be changed.

I can explain the process of recycling.

I can tell you about the inventor John McAdam.

### **Changing Shape**

**LI. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects.**

Lesson 5:

Look at different objects. Make predictions about what objects can be altered by squashing, bending, twisting and stretching. Sort the materials into two categories.

### **Recycling**

**LI. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, in the context of recycling.**

Lesson 6:

Talk about recycling. Watch a short film about recycling and how it works. Play the recycling sorting game.

Make a poster about how to recycle properly with the information we have learnt.

### **Discovering New Materials**

**LI. To find out about people who have developed new materials, by learning about John McAdam.**

Lesson 7:

Watch a film about John McAdam. Talk about why he was famous and what his materials are used for. Talk about how his invention has helped revolutionise our roads. If you were to invent a material, what would it be? How would it help others?

RE

## What is the Good News that Jesus brings?

**Understand that Jesus' Good News is for all Christians and shows us that God loves us and forgives us when we do something wrong. To know that Jesus is a friend to the poor and friendless and to explore how we can follow his example in our lives.**



**We will also be exploring the birth of Jesus as the start of his 'Good News' in our Nativity preparations this term.**

Gospel – good news  
Disciples  
Tax collector  
Forgiveness  
Peace  
Friendship  
Prayer  
The Lord's Prayer  
Trust  
New testament  
Sacred spaces  
Confession

### **Key Skills:**

Recount stories and phrases from the Bible where Jesus' message of 'good news' was shown, for example, the story of Matthew the tax collector.

Recognise that Jesus gives instructions to people about how to behave and explain where at least two of these instructions are shown in the New Testament.

Give at least two examples of ways that Christians follow Jesus' teachings on forgiveness and peace.

### **Key Knowledge:**

I can describe the people that Jesus chose to help him spread the Good News and explain why he chose them.

I can explain why it is important to say sorry and describe ways that Christians say sorry to God, for example in prayer.

I can discuss occasions when forgiveness can bring peace and times when this is hard.

I can identify good news and things that God has given us to be

**LI: I learn what type of people Jesus chose to help him spread his Good News and discuss why he chose these people.**

**Lesson 1:** Discuss what kind of people we think can change the world. Listen to the Bible story of Jesus choosing his 12 disciples and explain what is surprising about his choices. Discuss why he might have chosen these people and what their job was.

**LI: I can explain Jesus' message about forgiveness and discuss why it is good to forgive and why it is sometimes hard to do.**

**Lesson 2:** Identify the message about forgiveness in the Lord's Prayer. Look at pictures of people doing things wrong. Identify why they need forgiveness and which you would find hardest to forgive. Discuss why it is good news that God is forgiving and how this can affect us in our lives.

**LI: I can explain Jesus' message about peace and what different types of peace there are. I can show what peace means to me in my life through pictures and words.**

**Lesson 3:** Explore 4 different types of peace: peace in my own life, peace between friends, people in the world and peace with God. Read prayers for peace and discuss which kind of peace they are related to. Read Jesus' teaching on prayer and why prayer is so powerful. Draw a picture of what peace means to me and write a prayer for God to help me find this peace.

**LI: I can identify good news in my world and in Christian communities that we should be**

		<p>thankful for and write simple prayers to say thank you for these.</p>	<p><b>thankful for and can write simple prayers or reflections giving thanks for these.</b></p> <p><b>Lesson 4:</b> Read the story of the Ten Lepers and consider why it is important to give thanks. Think of things in our lives that we can be thankful for and how we show thanks for these. Write simple prayers giving thanks to be shared at Act of Worship.</p> <p><b>LI: I can discuss which of Jesus’s good news messages (forgiveness / peace / friendship) is most important to me and give reasons why. I can design a sacred space where it would be easy for someone to feel close to God and experience this good news.</b></p> <p><b>Lesson 5:</b> Use pictures to help us think of spaces that are designed to help us feel close to God (church / reflection areas / nurture spaces). What makes these spaces special? Discuss which of the messages of Good News is most important to you and why and design a space that helps you experience this.</p>
<p><b>PSHE</b></p> <p><b>Right &amp; Wrong Consequences Aspirations Co-operation</b></p>	<p>right / wrong morals actions consequences goals strengths aspiration contribute respect negotiate co-operate</p>	<p><b>Key Skills:</b> Listen to and respect other people’s views and feelings.</p> <p>Recognise how my behaviour effects other people and can influence people positively and negatively.</p> <p>Recognise, name and manage my feelings in a positive way.</p> <p>Recognise my strengths and how I can use them to help others.</p>	<p>Children will start this term by considering the concepts of right and wrong and discuss different scenarios. They will consider whether there are some things that are always wrong and if there are other things that are sometimes right or wrong depending on the circumstances.</p> <p>They will then go on to consider possible consequences of different actions and think about how they can cause good consequences rather than bad ones.</p>



trust

Work co-operatively with others, taking turns and sharing as appropriate.

**Key Knowledge:**

I can recognise what is right / wrong in different situations and understand that context can effect this.

I can explain the possible consequences of different actions and see that consequences can be both good and bad.

I can set myself achievable goals for both short-term and long-term.

I recognise that other people have skills, equipment and ideas that can help me and can work successfully with them.

I can play co-operatively with others.

I can take part successfully in a simple debate.

Children will identify their strengths and set themselves goals for the next week and the year. They will discuss why this is a good thing to do.

Finally, children will focus on working as a team and learning to negotiate with each other to achieve an aim. They will learn that playing together co-operatively means being sensitive to each other's needs and can discuss ideas successfully with support.

**P.E.**

**Unit 2 Social Skills**

**Hockey**

Space  
equipment  
control  
landing  
jump  
width

I can work sensibly with others, take turns and share.

I can praise and encourage others. I try several times if at first I don't succeed and ask for help when appropriate.

- L1-L2 Dynamic Balance to Agility- Journey to the Blue Planet story. Jump forwards and backwards and side to side with rhythm.
- L3-L4 Dynamic Balance to Agility- Journey to the Blue Planet story. Jump 2 feet to 1 foot and 2 feet to 2 feet.





balance  
 co ordination  
 spacel  
 left  
 right  
 slower  
 faster  
 stop  
 freeze  
 footwork  
 movement

I show patience and support to others.

I can jump 2 feet to 2 feet with a quarter turn.

I can jump from 2 feet to 1 foot on a line with freeze on landing.  
 I can pick up a cone or beanbag on one side, swap ands and pass to the other side.

I can balance with no hands or feet down.

- L5 Static Balance Seated – Monkey Business! Story or FUNS station challenges. Jump 2 feet to 2 feet in both directions.
- L6 Static Balance Seated – Monkey Business! Story or FUNS station challenges. Balance with no hands or feet down.
- L7 Static Balance Seated – Monkey Business! Story or FUNS station challenges. Balance with no hands or feet down.

## Computing

### E-Safety



internet  
 online  
 profile  
 personal information  
 friend  
 inappropriate  
 sharing  
 private  
 trust  
 report  
 respectful

**Key Skills:**

I engage with other people respectfully when interacting online.

I know how to keep myself safe when accessing the internet.

I can make decisions about whether information found online can be trusted and know how to check this.

**Key Knowledge:**


I can identify what personal information is and understand that I should not share this online.


This term children will be focusing on online safety. They will watch a series of videos developing their understanding of online profiles and teaching them that people they might meet online are not always who they say they are.

They learn about the dangers of sharing photographs online and think about how to interact with people in a kind way online and being respectful.

Children identify what to do if they feel worried or scared by something they see online and learn about reporting information and seeking help. They are also introduced to the idea that not all of the information they read on the internet is true.



		<p>I can explain what an online profile is and why these can be dangerous.</p> <p>I know when and how to report things online that make me feel uncomfortable or worried.</p> <p>I can explain the dangers of sharing photos online.</p> <p>I can record simple information about e-safety by typing and using the snipping tool to capture pictures from videos we watch.</p>	<p>Children will also start to develop their typing and recording skills by making a simple power point about E-Safety.</p>
<p style="text-align: center;"><b>D&amp;T</b></p> <p style="text-align: center;"><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</b></p> 	<p>design model draw lever wheel pivot up down join attach stitch fabric needle thread</p>	<p><b>Key Skills:</b></p> <p>Generate, develop, model and communicate their ideas through talking and drawing.</p> <p>Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics.</p> <p>Evaluate their ideas.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><b>Moving pirate pictures using levers/wheel/pivots</b></p> <p><b>LI: To explore mechanisms such as levers and sliders.</b></p> <p><b>To communicate ideas through drawing and labelling.</b></p> <p><b>Lesson 1:</b> Look at some moving pictures. Talk about the ways in which they move. Talk about what a lever, a pivot and a slider are. Experiment with making them. <b>Lesson 2:</b> Look at how we could use mechanisms in our work. Design a pirate picture.</p> <p><b>Lesson 3:</b> Use our pirate picture design to create a moving picture incorporating a lever, a slider or a wheel.</p> <p><b>3D pirate models from recycled materials</b></p> <p><b>LI: Select from and use a wide range of materials including construction materials to create a 3D model.</b></p>

			<p><b>Lesson 1:</b> Look at some junk model /sculpture work. Talk about the materials used by the artists. Design a pirate character. Think about the junk/recycling that could be used for each part and how it would be connected.</p> <p><b>Lesson 2:</b> Build your 3D model using your plan from last week.</p> <p><b>TEXTILES Sewing a Christmas Decoration.</b> <b>LI:</b> Select from and use a wide range of textiles according to their characteristics. Use basic sewing methods to attach textiles.</p> <p><b>Lesson 1:</b> Practice a basic stitch using a needle and thread. Recap on sewing vocabulary from Year 1. Make a simple Christmas decoration design.</p> <p><b>Lesson 2:</b> Sew the Christmas decoration design and evaluate.</p>
<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Songs of the Sea</b></p> 	<p>hornpipe sea shanty work songs solo tutti</p> <p>The Last Night of the Proms tempo – accelerando / decelerando dynamics – crescendo / diminuendo singing call and response</p>	<p><b>Key Skills:</b></p> <p>I can join in with a response in a call and response piece. I can learn a short sea shanty by memory and sing it in unison. I can move to music and recognise changes in tempo. I can work as a class to create new lyrics for a sea shanty, including rhyming words. I can recognise different songs within a medley. I can suggest ways of improving a performance.</p>	<p>This term children will learn about songs connected to the sea, to link with their pirates topic. They will learn a simple hornpipe dance and be able to move to the music, before discovering how this music is now part of the tradition of the Last Night of the Proms. Children will learn the history of hornpipes and sea shanties and recognise common features of the songs. They will learn a pirate version of a well-known sea shanty and perform this. Children will also work together to write their own lyrics for a new sea shanty to a traditional melody. At all points, children will be encouraged to reflect on their performances and look for ways of improving these.</p>

	<p>pulse/beat</p> <p>rhythm</p> <p>in unison</p> <p>lyrics</p> <p>rhyme</p>	<p><b>Key Knowledge:</b></p> <p>I can explain what sailors used sea shanties and horn pipes for on ships.</p> <p>I can describe changes in music using key musical vocabulary.</p>	<p>Children will also be working on their Nativity performance this term, focusing on singing songs in unison and performing with confidence.</p>
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