


Derry Hill C of E
Primary School

Year 2: Term 2: Autumn 2025

National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p style="text-align: center;">Geography</p> <p style="text-align: center;"><u>Continents and Oceans</u></p> <p style="text-align: center;">Where in the world do you find pirates?</p>  <p>Be able to use world maps, atlases and globes to locate the 5 oceans and 7 continents in the world.</p> <p>To use simple compass directions to describe locations on a map.</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 North South East</p>	<p>Key Skills: 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>Key Knowledge: I can name the seven continents of the world.</p> <p>I can name some European countries.</p>	<p>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.</p> <p>Lesson 1: 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>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.</p> <p>Lesson 2: 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</p>

West
turn
straight
up
down

I can understand and describe the difference between a sea and an ocean.

I can name the seas around the UK and the world's oceans.

I know the 4 points of a compass.

I can use and follow key directional language - turn, straight, left, right, up, down, North, South, East, West.


/ south / east / west of given starting point. Children follow instructions on a pirate map using compass points to locate treasure and give their own instructions to treasure in Derry Hill.

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.
Lesson 3: 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.

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.

Lesson 4: 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.

LI: I can design my own pirate treasure map and include key location

			<p>information on it using compass points and coordinates.</p> <p>Lesson 5: 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>
<p style="text-align: center;">Science</p> <p style="text-align: center;"><u>Living things and their habitats.</u></p> 	<p>living</p> <p>dead</p> <p>non-living</p> <p>flower</p> <p>leaf</p> <p>log</p> <p>coastal</p> <p>woodland</p> <p>desert</p> <p>tundra</p> <p>farmland</p> <p>pond</p> <p>mountain</p> <p>characteristics</p> <p>adaptations</p> <p>senses</p> <p>excrete</p>	<p>Key Skills:</p> <p>Using observations, data and findings to name, label and organise items in a variety of ways.</p> <p>Using tables, a variety of graphs, labelled diagrams and models to record observations, measurements, results and findings.</p> <p>Observing closely, using simple equipment</p> <p>Key Knowledge:</p> <p>Understand that there are things that are living, dead or have never been alive.</p>	<p>LI:</p> <p>Compare the differences between things that are living, dead, and things which have never been alive</p> <p>LI.</p> <p>Identify and name a variety of plants and animals in a microhabitat</p> <p>LI.</p> <p>Design a suitable microhabitat where living things could survive.</p> <p>LI.</p> <p>Find out what animals eat to survive in their habitat</p>

	<p>nutrition microhabitat</p>	<p>Identify and classify objects into living, dead or never been alive.</p> <p>Understand the 7 characteristics of living things.</p> <p>Know the difference between a habitat and a microhabitat.</p> <p>Identify and name a range of microhabitats.</p> <p>Understand that living things depend on each other for survival.</p> <p>Understand that all animals need to eat to survive.</p> <p>Find out what specific animals eat through research.</p> <p>Ask diverse questions to find out what animals eat and where they find their food.</p>	<p>L.I. Understand food chains.</p> <p>L.I. Understand the journey food makes from the farm to the supermarket.</p>
<p style="text-align: center;">RE</p> <p><u>What is the Good News that Jesus brings?</u></p> <p>Understand that Jesus' Good News is for all Christians and shows us that God loves us and forgives us</p>	<p>Gospel – good news Disciples Tax collector Forgiveness Peace Friendship Prayer</p>	<p>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.</p>	<p>LI: I learn what type of people Jesus chose to help him spread his Good News and discuss why he chose these people.</p> <p>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</p>

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.

The Lord's Prayer
Trust
New testament
Sacred spaces
Confession

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.

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.

		<p>I can identify good news and things that God has given us to be thankful for and write simple prayers to say thank you for these.</p>	<p>LI: I can identify good news in my world and in Christian communities that we should be thankful for and can write simple prayers or reflections giving thanks for these.</p> <p>Lesson 4: 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>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.</p> <p>Lesson 5: 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>PSHE</p>	<p>right / wrong morals actions</p>	<p>Key Skills: Listen to and respect other people's views and feelings.</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</p>

Right & Wrong
Consequences
Aspirations
Co-operation



consequences
goals
strengths
aspiration
contribute
respect
negotiate
co-operate
trust

Recognise how my behaviour affects other people and can influence people positively and negatively.

Recognise, name and manage my feelings in a positive way.

Recognise my strengths and how I can use them to help others.

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.


some things that are always wrong and if there are other things that are sometimes right or wrong depending on the circumstances.

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.

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>I recognise that other people have skills, equipment and ideas that can help me and can work successfully with them.</p> <p>I can play co-operatively with others.</p> <p>I can take part successfully in a simple debate.</p>	
<p>P.E.</p> <p><u>Unit 2 Social Skills</u></p> <p><u>Hockey</u></p> 	<p>Space</p> <p>equipment</p> <p>control</p> <p>landing</p> <p>jump</p> <p>width</p> <p>balance</p> <p>co ordination</p> <p>spaceI</p> <p>left</p> <p>right</p> <p>slower</p> <p>faster</p> <p>stop</p> <p>freeze</p> <p>footwork</p>	<p>I can work sensibly with others, take turns and share.</p> <p>I can praise and encourage others.</p> <p>I try several times if at first I don't succeed and ask for help when appropriate.</p> <p>I show patience and support to others.</p> <p>I can jump 2 feet to 2 feet with a quarter turn.</p> <p>I can jump from 2 feet to 1 foot on a line with freeze on landing.</p>	<ul style="list-style-type: none"> • 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. • 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.

	<p>movement</p>	<p>I can pick up a cone or beanbag on one side, swap and pass to the other side. I can balance with no hands or feet down.</p>	<ul style="list-style-type: none"> L7 Static Balance Seated - Monkey Business! Story or FUNS station challenges. Balance with no hands or feet down.
<p>Computing</p> <p><u>E-Safety</u></p> 	<p>internet online profile personal information friend inappropriate sharing private trust report respectful</p>	<p>Key Skills:</p> <p>I engage with other people respectfully when interacting online.</p> <p>I know how to keep myself safe when accessing the internet.</p> <p>I can make decisions about whether information found online can be trusted and know how to check this.</p> <p>Key Knowledge:</p> <p>I can identify what personal information is and understand that I should not share this online.</p> <p>I can explain what an online profile is and why these can be dangerous.</p>	<p>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.</p> <p>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.</p> <p>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> <p>Children will also start to develop their typing and recording skills by making a simple power point about E-Safety.</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 style="text-align: center;">D&T</p> <p style="text-align: center;">Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p>design</p> <p>model</p> <p>draw</p> <p>lever</p> <p>wheel</p> <p>pivot</p> <p>up</p> <p>down</p> <p>join</p> <p>attach</p> <p>stitch</p> <p>fabric</p>	<p>Key Skills:</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>Moving pirate pictures using levers/wheel/pivots</p> <p>LI: To explore mechanisms such as levers and sliders.</p> <p>To communicate ideas through drawing and labelling.</p> <p>Lesson 1: 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. Lesson 2: Look at how we could use mechanisms in our work. Design a pirate picture.</p>



needle
thread

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Lesson 3: Use our pirate picture design to create a moving picture incorporating a lever, a slider or a wheel.

TEXTILES Sewing a Christmas Decoration.

LI: Select from and use a wide range of textiles according to their characteristics. Use basic sewing methods to attach textiles.

Lesson 1: Practice a basic stitch using a needle and thread. Recap on sewing vocabulary from Year 1. Make a simple Christmas decoration design.

Lesson 2: Sew the Christmas decoration design and evaluate.

Music

Songs from the sea



Key Vocabulary

repeat - using the same tune or melody

beat - the steady pulse of the music.

rhythm - a pattern made by notes of different lengths instructions

hornpipe - a dance used on ships in 15th and 16th centuries.

Key Skills:

Skills:

I can learn a simple sea shanty and sing this from memory. I can perform this to others.

I can sing in unison with others to perform the Nativity, keeping in time and using my voice expressively.

I can move to a beat and follow a series of actions to a hornpipe, keeping in time with the music.

Lesson 1:

- I can move to a beat and recognise when the beat changes.
- I can follow a series of actions to a hornpipe and do these in time to the music.

Lesson 2:

- I can recognise different sea shanties in a medley and explain why they can be linked together easily.
- I can learn a simple sea shanty and sing this from memory.

Lesson 3:

timbre – choice of instruments in music

solo – 1 instrument playing the main tune on their own

tutti – when the whole orchestra plays

tempo – the speed of the beat

accelerando – speeding up

rallentando – slowing down

dynamics – how loudly the music is played

crescendo – getting louder

diminuendo – getting quieter

beat – the steady pulse of the music.

rhythm – a pattern made by notes of different lengths
instructions

tempo – whether music is **fast** or **slow**

sea shanty – a work song used by sailors on ships

call and response – a structure of song where a leader sings the call and the group respond.

lyrics – the words of the song.

I can use key musical vocabulary to describe how a piece of music builds up – accelerando / decelerando; crescendo / diminuendo / solo / tutti.

I can work as a group to create a new set of lyrics to a sea shanty and decide when to use different dynamics when singing the song.

I can explain common features of sea shanties and hornpipes and say how and why sailors used these on ships.

- I can recall our sea shanty and sing this from memory.
- We can work as a class to write our own lyrics for a new sea shanty (to the tune of 'What shall we do with the drunken sailor?')
- We can agree dynamics and tempo for our sea shanty and perform this as a class.

Lesson 4:

- I can practise and improve our group performance of the pirate sea shanty and our own new shanty.
- I can learn simple songs and sing in unison with others to perform the Nativity, keeping in time and using my voice expressively.

Lesson 5:

- I can practise and improve our group performance of the pirate sea shanty and our own new shanty.
- I can learn simple songs and sing in unison with others to perform the Nativity, keeping in time and using my voice expressively.

