

Term: Autumn

Year Group: 2

Life in all its fullness - through learning and love.



## Termly Foundation Plan

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>Art</b>  Topic Focus  Sculpture A study of artists.	NC Objective  To be taught about a range of artists.	NC Objective  To be taught about a range of artists.	NC Objective  To compare similarities and differences between practices.	NC Objective  To use sculptures to develop and share ideas, experiences and imagination.	NC Objective  To creatively design a sculpture.	NC Objective  To use a range of materials to create a sculpture.	NC Objective  To use a range of materials to make a sculpture.
	Key Knowledge  To learn about an artist and their work.	Key Knowledge  To make observations based on an artist work.	Key Knowledge  To compare similarities and differences between Alberto Giacometti and Antony Gormley.	Key Knowledge  To share ideas and opinions based on sculptures.	Key Knowledge  To design a sculpture.	Key Knowledge  To use a range of materials to create a sculpture.	Key Knowledge  To modify a sculpture.

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	<p><b>Topic Vocabulary</b></p> <p>Artist, compare, similarities, differences, famous, materials, galleries, worth, pose, observation, collage</p>				<p><u><b>New Year 2 Vocab</b></u></p> <p>Sculpture, modification, worth, pose</p>			
<p><b>Computing</b></p> <p>Topic Focus</p> <p>You`ve Got Mail</p>	<p><b>NC Objective</b></p> <p>To use technology safely and respectfully.</p>	<p><b>NC Objective</b></p> <p>To use technology safely and respectfully.</p>	<p><b>NC Objective</b></p> <p>To keep personal information private and to know where to go for help.</p>	<p><b>NC Objective</b></p> <p>To keep personal information private and to know where to go for help.</p>	<p><b>NC Objective</b></p> <p>To use technology safely and respectfully.</p>	<p><b>NC Objective</b></p> <p>To use technology safely and respectfully.</p>	<p><b>NC Objective</b></p> <p>To use technology safely and respectfully.</p>	
	<p><b>Key Knowledge</b></p> <p>To understand that emails are messages that are “sent” and “received” through the Internet.</p>	<p><b>Key Knowledge</b></p> <p>To send simple email and obey rules of good communication.</p>	<p><b>Key Knowledge</b></p> <p>To understand that information is unique and should not be shared.</p>	<p><b>Key Knowledge</b></p> <p>To set up and log onto a system.</p>	<p><b>Key Knowledge</b></p> <p>To understand when posting you must use the correct etiquette rules.</p>	<p><b>Key Knowledge</b></p> <p>To log on and upload work onto system.</p>	<p><b>Key Knowledge</b></p> <p>To add comments and answer questions online.</p>	
	<p><b>Topic Vocabulary</b></p> <p>Technology, respectfully, sent, receive, messages, obey, rules, private, information.</p>				<p><u><b>New Year 2 Vocab</b></u></p> <p>Email, communication, etiquette, system, upload, personal</p>			

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<b>Design Technology</b>  <b>Topic Focus:</b> Baby bears chair	<b>NC Objective</b>  Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	<b>NC Objective</b>  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Technical knowle	<b>NC Objective</b>  Design purposeful, functional, appealing products for themselves and other users based on design criteria.	<b>NC Objective</b>  Build structures, exploring how they can be made stronger, stiffer and more stable.	<b>Assessment</b>  I know the meaning of the words strength, stiffness and stability I know there are different ways paper can be folded to improve its strength and stiffness I can build a strong and stiff structure by folding paper I can test the strength of my structure	
	<b>Key Knowledge</b>  To explore the concept and features of structures and the stability of different shapes	<b>Key Knowledge</b>  To explore strength in different structures To understand that the shape of the structure affects its strength	<b>Key Knowledge</b>  To make a structure according to design criteria	<b>Key Knowledge</b>  To produce a finished structure and evaluate its strength, stiffness and stability	<b>Pupils with secure understanding indicated by:</b> Identifying man-made/natural structures. Contributing to discussions. Identifying stable and unstable structural shapes. Identifying features that make a chair stable.  <b>Pupils working at greater depth indicated by:</b> Ability to explore a wider range of structural shapes and interpret the results of the tip-test. Accurately identifying the information above, making more detailed observations/records during the main activity and drawing accurate conclusions independently.	
	<b>Topic Vocabulary</b> Design, stable, shape, properties, structure, natural, test				<b>New Year 2 Vocab</b> Criteria, properties	

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<p><b>Geography</b></p> <p>Topic Focus</p> <p>A small area of the UK</p>	<p>NC Objective</p> <p>To name, locate and identify where we live and key characteristics.</p>	<p>NC Objective</p> <p>To name, locate and identify Struay and key characteristics.</p>	<p>NC Objective</p> <p>To be able to identify and locate where we live in relation to Struay.</p>	<p>NC Objective</p> <p>To be able to compare similarities of our local area and Struay.</p>	<p>NC Objective</p> <p>To be able to identify how our local area and Struay contrast.</p>	<p>NC objective</p> <p>To understand what it would be like to live in Struay through the use of human and physical geography.</p>	<p>NC objective</p> <p>To compare the living conditions of Struay and the local area through the use of human and physical geography.</p>
	<p>Key knowledge</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features.</p>	<p>Key knowledge</p> <p>To name, locate and identify characteristics of Struay using a map.</p>	<p>Key knowledge</p> <p>To identify our locate in relation to Struay using map skills.</p>	<p>Key knowledge</p> <p>To identify similarities between the local area and Struay through human and physical geography.</p>	<p>Key knowledge</p> <p>To identify how our local area and Struay contrast through human and physical geography.</p>	<p>Key knowledge</p> <p>To identify key facts based on what it would be like to live in Struay.</p>	<p>Key knowledge</p> <p>To identify key characteristics and use this to compare and contrast the local area and Struay in order to consolidate knowledge.</p>
	<p><b>Topic Vocabulary</b></p> <p>Locate, countries, England, Scotland, local, Struay, aerial, tourist, human, physical, north, east, south, west, compare, contrast, similarities, differences, characteristics, identify, landmarks</p>			<p><b>New Year 2 Vocab</b></p> <p>Struay, compare, contrast, population, growth, identify, characteristics</p>			

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<b>History</b>  History of the Monarchy	<b>NC Objective</b>  To know about the lives of significant individuals in the past who have contributed to national achievements.	<b>NC Objective</b>  To know about the lives of significant individuals in the past who have contributed to national achievements.	<b>NC Objective</b>  To know about the lives of significant individuals in the past who have contributed to national achievements.	<b>NC Objective</b>  To know about the lives of significant individuals in the past who have contributed to national achievements.	<b>NC Objective</b>  To know about the lives of significant individuals in the past who have contributed to national achievements.	<b>NC Objective</b>  To compare aspects of life in different periods.	<b>NC Objective</b>  To compare aspects of life in different periods.
	<b>Key Knowledge</b>  To know what a monarch is and the qualities needed to be a good monarch.	<b>Key Knowledge</b>  To know about some important British monarchs from the past and place them on a timeline.	<b>Key Knowledge</b>  To understand how the title of king or queen is inherited.	<b>Key Knowledge</b>  To understand how we know about the life, secrets and death of Richard III.	<b>Key Knowledge</b>  To discover what kings and queen ate during medieval banquets.	<b>Key Knowledge</b>  To find out about and compare the lives of Elizabeth I and Queen Victoria.	<b>Key Knowledge</b>  To understand some of the differences in how people such as Guy Fawkes lived compared with today.
	<b>Core Vocab</b> Past, present, old, new, modern, history, historian, historical, date order, chronological order, evidence, sources  <b>New Vocab</b> King, queen, sword, crown, jewels, rule, eldest, family tree, generation, aunt, uncle, cousin, son, daughter, grandparent, great-grandparent, Monarch, tiara, jewels, heir, abdicate, prime minister, parliament, government, conqueror, generation, medieval, banquet, coronation, industrial revolution.						

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<b>Music</b>  Topic Focus Listen and Appraise  Reggae	<b>NC Objective</b>  To listen with concentration and understanding to a range of high quality live and recorded music.	<b>NC Objective</b>  To play tuned instruments musically.	<b>NC Objective</b>  To use their voices expressively and creatively by singing songs.	<b>NC Objective</b>  To experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>NC Objective</b>  To experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>NC Objective</b>  To experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>NC Objective</b>  To perform, listen to, review and evaluate music.
	<b>Key Knowledge</b>  To listen and appraise music.	<b>Key Knowledge</b>  To play an instrument following instructions.	<b>Key Knowledge</b>  To improvise using voices and instruments.	<b>Key Knowledge</b>  To perform compositions.	<b>Key Knowledge</b>  To use knowledge of improvising, playing and composing to help perform music.	<b>Key Knowledge</b>  To use knowledge of improvising, playing and composing to help perform music.	<b>Key Knowledge</b>  To use knowledge of improvising, playing and composing to help perform music.
	<b>Topic Vocabulary</b>  Warm up, vocals, pitch, beat, instrumental, reggae, audience, rehearse, performance.				<b>New Year 2 Vocab</b>  Appraise, tone, pitch, beat, genre, reggae, blues, rhythm, soul, funk, improvise, composition, composing,		