

# Devoran School Curriculum Map: Year Two

Autumn 2 Term 2023



## Reading Opportunities

Walter Tull's diaries, texts linked to literacy, Nativity, WW1 stories, exploring science texts.

<b>Subject</b> Humanities <i>Significant Individual – Sir Walter Tull</i>	<b>Subject</b> Religious Education <i>Incarnation: What does Christmas matter to Christians?</i>	<b>Subject</b> Science <i>Every day Materials Squash, Bend, Twist and Stretch</i>	<b>Subject</b> Computing <i>Creating media photos</i>	<b>Subject</b> PSHE <i>Celebrating Difference</i>
<b>Intent</b>	<b>Intent</b>	<b>Intent</b>	<b>Intent</b>	<b>Intent</b>
Children to understand the lives of significant individuals in the past who have contributed to national and international achievements.	To explore what people of Christian faith believe and how it impact their lives.	Experiment with different materials to discover their qualities	Children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing and improving photos.	Children understand that all children have differences and their own strengths.
<b>Sequence of lessons</b>	<b>Sequence of lessons</b>	<b>Sequence of lessons</b>	<b>Sequence of lessons</b>	<b>Sequence of lessons</b>
1. Who was Walter Tull and when did he live?	1. What is the Nativity story?	1. Which ball is the bounciest?	1. Taking photographs	1. I can understand that sometimes people make assumptions about boys and girls.
2. Did Walter have a happy of terrible childhood?	2. Where can we spot signs of Christian symbols in our everyday lives around Christmas?	2. Which fabric is the stretchiest?	2. Landscape and portrait	2. I can understand some ways that boys and girls are different and that is ok.
3. Using historical sources, can we spot the differences between Walter's life and the lives of footballers today?	3. What is advent?	3. How can we test rigidity?	3. What makes a good photograph?	3. I can explain that sometimes bullying is about differences.
4. What was it like for Walter when he played football at a match in Bristol?	4. Who was born on Christmas day?	4. Which materials are tough and flexible?	4. How does lighting effect a photo?	4. I can recognise what is right and wrong and how to look after myself.
5. How did Walter help our country during WW1?	5. Why does Christmas matter to Christians?	5. Which is the strongest paper?	5. How can we use effects?	5. I can understand that it is ok to feel different from other people and still be friends with them.
6. What is special about Walter Tull and Nicola Adams?		6. How to make a paper bridge?	6. Is it real?	6. I can tell how I am different from my friends and celebrate my differences.
<b>Composite outcome</b>	<b>Composite outcome</b>	<b>Composite outcome</b>	<b>Composite outcome</b>	<b>Composite outcome</b>
Children design an object to commemorate Tull.	Produce a poster on Christians at Christmas.	Recognise that squashing, bending, twisting and stretching can change the shapes of solid objects made from some everyday materials.	To take a photograph, edit and change them confidently.	Children will create a poster celebrating themselves.
<b>Impact</b>	<b>Impact</b>	<b>Impact</b>	<b>Impact</b>	<b>Impact</b>
To understand what it means to be significant and significant people from the past.	Children will understand what Christmas means to Christians and how they celebrate Christmas.	Gain knowledge of the qualities of materials around us.	Children will know how to use devices to take photos and recognise that some images are not real.	Children understand that differences make us all special and unique. Children can identify their differences and their own strengths.

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<b>Subject</b> Music <i>Ho, ho, ho!</i>	<b>Subject</b> Art <i>Colour Wheel and mini beast collage</i>
<b>Intent</b>	<b>Intent</b>
We will learn that we need to warm up our voices. We will learn some notes on the glockenspiels.	Build on colour wheel knowledge and skill to make a collage.
<b>Sequence of lessons</b>	<b>Sequence of lessons</b>
1. Warm-up games – sing the song.	1. Develop mark making through experimentation.
2. Sing the song and play glockenspiels within the parts.	2. Explore the colour mixing with white and primary colour.
3. Warm up – sing the song and play recorders within the song.	3. Explore the colour wheel of primary colours.
4. Sing the song and perform composition within the song.	4. Observational drawing of minibeasts.
5. Start to prepare for the end-of-unit performance.	5. Collage exploration.
6. Perform & Share	6. Make a collage mini beast.
<b>Composite outcome</b>	<b>Composite outcome</b>
Children will learn and perform Ho, Ho, Ho.	To create a mini beast collage.
<b>Impact</b>	<b>Impact</b>
Children will become confident in singing and playing glockenspiels.	Children will be more competent in using materials to make a collage.