

# Year Two Curriculum Overview Autumn Term 2



Reading opportunities: books about Walter Tull and WW1, Science non-fiction books from the library

## History / Geography

Significant Individual – Sir Walter Tull

### Intent

Children to understand the lives of significant individuals in the past who have contributed to national and international achievements.

### Sequence of lessons

1. Who was Walter Tull and when did he live?
2. Did Walter have a happy or terrible childhood?
3. Using historical sources, can we spot the differences between Walter's life and the lives of footballers today?
4. What was it like for Walter when he played football at a match in Bristol?
5. How did Walter help our country during WWI?
6. What is special about Walter Tull and Nicola Adams?

### Composite outcome

Children design an object to commemorate Tull.

### Impact

To understand what it means to be significant and significant people from the past.

## Religious Education

INCARNATION: Why does Christmas matter to Christians?

### Intent

Explore what people of Christian faith believe and how it impacts their lives.

### Sequence of lessons

- 1) Christians believe in God and that Jesus is his son and is God on earth - stories from bible.
- 2) Look at Christmas cards and work out which have signs of the story, and which do not.
- 3) What is Advent? A time for Christians to get ready for Jesus' coming.
- 4) Learn the Christmas story.
- 5) Visit the church – Look for clues about Jesus' birth.
- 6) Revisit the key question: What answers can pupils give to it now – 'Why does Christmas matter to Christians?'

### Composite outcome

Know that Christian faith is important to Christians.

### Impact

Gain knowledge to answer questions about Christianity.

## Science

Every day Materials  
Squash, Bend, Twist and Stretch.

### Intent

Experiment with different materials to discover their qualities

### Sequence of lessons

- 1) Which ball is the bounciest?
- 2) Which fabric is the stretchiest?
- 3) Testing rigidity.
- 4) Tough and flexible.
- 5) Which is the strongest paper?
- 6) Paper bridges.



### Composite outcome

Recognise that squashing, bending, twisting and stretching can change the shapes of solid objects made from some everyday materials.

### Impact

Gain knowledge of the qualities of materials around us.

## Computing

Creating media-photos.

### Intent

Children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos.

### Sequence of lessons

- 1) Taking photographs
- 2) Landscape or portrait
- 3) What makes a good photograph?
- 4) Lighting
- 5) Effects
- 6) Is it real?



### Composite outcome

To take photograph's, edit and change them confidently.

### Impact

Children will know how to devices to take photos and recognise that some images are not real.

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## Design Technology

Wheels and Axles

### Intent

Discover how wheels and axles work.

### Sequence of lessons

- 1) Explore different types of wheeled vehicles.
- 2) Have opportunities to design and make a wheeled device or vehicle involving axles and wheels.
- 3) Learn how to make holes in wheels and how to fix an axle to a chassis.
- 4) Decorate and add detail or extra components in the form of a more elaborate chassis.

### Composite outcome

Make a wheeled vehicle

### Impact

Become more skilled with fine control and design..

## PSHE

Celebrating Difference

### Intent

Children understand that all children have differences and their own strengths.

### Sequence of lessons

- 1) To be able to understand that sometimes people make assumptions about boys and girls (stereotypes)
- 2) To be able to understand some ways that boys and girls are different and that is ok.
- 3) To be able to understand that sometimes bullying is about difference
- 4) To be able to recognise what is right and wrong and how to look after myself.
- 5) To be able to understand that it is ok to be different from other people and still be friends with them.
- 6) To be able to tell you some ways I am different from my friends.

### Composite outcome

### Impact

Children can explain why we are different and identify their own strengths.

## Music

Ho, Ho, Ho.

### Intent

We will learn that we need to warm-up our voices. We will learn some notes on the recorder.

### Sequence of lessons

- Warm-up games -Sing the song.
- Sing the song and play recorder parts within the song.
- Warm-ups -Sing the song and play recorders within the song.
- Sing the song and perform composition within the song.
- Start to prepare for the end-of-unit performance.
- Prepare and perform end-of-unit performance.

### Composite outcome

Children will learn and perform Ho, Ho, Ho!

### Impact

Children will become confident in singing and playing the recorder

## Art

Colour Wheel and Mini beast collage.

### Intent

Build up skills to make a collage.

### Sequence of lessons

- 1) Develop Mark making through experimentation.
- 2) Explore the colour mixing with white and primary colour.
- 3) Explore the Colour Wheel of primary colours.
- 4) Observational Drawings of minibeasts.
- 5) Collage exploration.
- 6) Make a collage mini beast.

### Composite outcome

Make a minibeast collage

### Impact

Children will be more competent in using materials to make a collage.