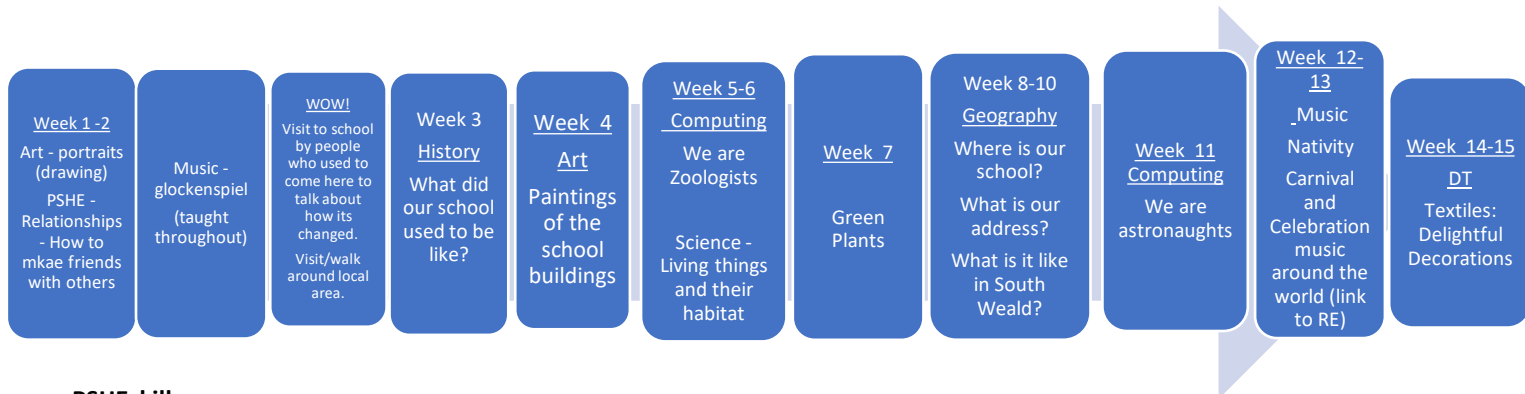


Year 2 Geography based unit – ‘Street Detectives’ Autumn Term



PSHEskills

<p><u>Specific skills for this unit</u></p> <p><u>How to make friends with others</u></p> <ul style="list-style-type: none"> • How to recognise when they feel lonely and what they could do about it • How people behave when they are being friendly and what makes a good friend • How to resolve arguments that can occur in friendships • How to ask for help if a friendship is making them unhappy • How words and actions can affect how people feel • How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • How to respond if this happens in different situations • How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	
<p><u>Knowledge for this unit</u></p> <ul style="list-style-type: none"> • Know the definition and difference between teasing, bullying and hurtful behaviour • Know the definition of physical contact 	<p><u>Previous knowledge</u></p> <ul style="list-style-type: none"> • Being safe • Health and prevention • Basic first aid • Mental wellbeing • Respectful relationships/caring relationships • Online safety • Healthy eating, drugs etc. <p><u>Key Vocab:</u></p> <ul style="list-style-type: none"> • Respect • Relationship • Behaviour • Arguments • Teasing • Bullying

Art skills

<p><u>Specific skills for this unit</u></p> <p><u>Drawing focus (self-portraits at beginning of year):</u></p> <ul style="list-style-type: none"> • Investigate tone by drawing light/ dark lines, patterns and shapes using a pencil. Name, match and draw lines/ marks from observations. • Sketch to make quick records & annotate ideas & observations. • Draw from observation (landscape, figures & still-life) and memory or imagination. • Draw on different surfaces using a range of media showing some control of the marks made <p><u>Painting (landscape of school building – Ted Harrison):</u></p> <ul style="list-style-type: none"> • Make lighter and darker tones of a colour. • Recognise warm and cold colours. • Control types of marks made with a range of techniques e.g. layering, mixing media and adding texture • Use a sketchbook to plan and develop simple ideas and store information on colour mixing, the colour wheel and colour spectrums. • Select different size brushes to create different marks appropriate to the desired outcome 	
<p><u>Knowledge for this unit</u></p> <ul style="list-style-type: none"> • What landscape means • Understand the difference between warm and 	<p><u>Previous knowledge</u> Self-portraits exploring skills above Observational drawing (nature)</p>

<p>cold colours</p> <ul style="list-style-type: none"> • How to use a colour wheel • Ted Harrsion (painter) born in Wingate, England in 1926. • He was well known for his painting of landscapes looking psychedelic 	<p>Key Vocab:</p> <ul style="list-style-type: none"> • Texture • Sketch • Proportion
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Music skills

Specific skills for this unit

Composing (Glockenspiel)

- Order sounds to create a beginning, middle and end
- Choose sounds to achieve an effect (including use of technology)
- Begin to compose short patterns using two or three notes (tuned instruments/voice)
- Create short, rhythmic patterns – sequences of long and short sounds
- Be selective in the control used on an instrument in order to create an intended effect
- Create their own symbols to represent sounds
- Choose sounds to create an effect on the listener
- Use simple structures (e.g. repetition and order) in a piece of music
- Know that in between musical phrases are where we breathe in a song

Knowledge for this unit

- Glockenspiel is a tuned percussion instrument
 - Know what a rest is in a song
- Know that composing means putting together a piece of music to create a beginning, middle and end

Charanga – Reflect, Rewind and Replay.

- Focus on revision of music theory and performing.

Previous knowledge

- Glockenspiel stage 1 Charanga

Key Vocab:

- Glockenspeil
- Rhythmic patterns
- Tuned/untuned
- Symbols
- Notes
- Compose
- Notes
- Crotchet
- Minim
- Semi-breve
- Rest

Music Skills

Specific skills for this unit

Identify particular features when listening to music (Celebration music from around the world):

- Begin to associate sounds they hear with instruments
- Independently identify the beat in a piece of music and tap along
- Listen carefully to recall short rhythmic patterns
- Begin to recognise changes in timbre, dynamics and pitch
- Recognise and name different instruments by sight
- Listen to simple inter-related dimensions of music
- Verbally recall what they have heard with simple vocabulary – loud, soft, high, low
- Begin to say what they like and dislike
- Tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect

Knowledge for this unit

- Know the genre of music they are appraising (reggae, samba, bhangra, etc)
- Name of some instruments from the music
- Know what the key vocabulary means

Previous knowledge

- Glockenspiel (at the seaside)

Key Vocab:

- Pitch
- Beat
- Percussion
- Volume
- Tempo
- Dynamic
- Texture
- Timbre

History skills

Specific skills for this unit	
Investigate and interpret the past: <ul style="list-style-type: none">• I can begin to describe the history of locality of the school (Historical Knowledge)• I can compare two versions of a past event e.g. comparing a picture to an account of an event (Interpretation of History)• I can talk about the usefulness of photos, accounts and stories. (Interpretation of History)• I can compare pictures or photos of people or events in the past (Interpretation of History)• From observations, I can use an object to answer questions about the past. (Historical Enquiry) <p>Big question: How has the school changed over time? (Change and continuity)</p> <p>Settlement Are the buildings old or new? How do we know?</p> <p>How did it get there? When was it built? (Historical Enquiry)</p> <p>Why is this significant?</p>	
Knowledge for this unit: <ul style="list-style-type: none">• School was built in 1857• That school was much smaller when it opened• Developments (such as swimming pool)• Bell on top of the school• Differences in the uniform• School used to be in the church grounds• The church is large for such a small village• Church is on top of the hill at South Weald, two miles from Brentwood in the English county of Essex.• The present church dates from about 1150. <p>Big question: Has education in society changed overtime?</p> <p>Settlement: Are the buildings old or new? How do we know?</p> <p>Substantive Concepts: Society – education (Changes) Religion – places of worship old or new Settlement - building</p> <p>Sources: Oral history, artefacts, primary</p>	Previous knowledge <ul style="list-style-type: none">• Lives of significant individuals (timelines) in Britain's past and around the rest of the world Famous of significant events, e.g. Lizze Magie (1904), Katherine Johnson (1961) Alexander Graham Bell (1876),• Steve Jobs 2010• Ada Lovelace 1840• Historical enquiry (At the seaside), Changes in family history Grace Darling• Previous vocab: past, old, timeline, artefact Key vocab: <ul style="list-style-type: none">• Present• previously• New• Sources of Evidence• buildings• worship• education

Geography skills

Specific skills for this unit
Geographical skills and enquiry <ul style="list-style-type: none">• Make appropriate observations about why things happen in the school grounds or the local area.• Make simple comparisons between features of different places.• Use non-fiction books, stories, maps, pictures, and photos as sources of information. Locational knowledge <ul style="list-style-type: none">• Identify the features of the UK including previous learned knowledge and the key physical and human features. Field work <p>Photography</p> <ul style="list-style-type: none">• Use a camera with help to record what they have seen. <p>Field sketching</p> <ul style="list-style-type: none">• Draw an outline of simple features observed. Add colour, texture, and details to prepared sketches. <p>Questionnaires</p> <ul style="list-style-type: none">• Children encouraged to ask simple geographical questions – where is it? What is it like? What do people do in that place?• Use a proforma and put ticks in boxes. <p>Video / audio recording</p> <ul style="list-style-type: none">• Recognize the features / activities / sounds on a recording taken by the teacher.• Operate recording equipment. <p>Measurement</p> <ul style="list-style-type: none">• Use everyday nonstandard units (hands for length or count the number of children e.g. children who come to school by car) Map Skills <ul style="list-style-type: none">• Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph)

- Look down on objects to make a plan view map.
- Follow a route on a map. Use a plan view. Use an infant atlas to locate places.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at the key stage.

Place knowledge

- Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Knowledge for this unit

- Brentwood is in Essex
- Brentwood is a town
- Essex is a county
- South Weald and the church are main features of the local area
- Know School address and postcode.

Human and physical features of Brentwood and surrounding areas (London)

Key Vocab:

- Human and physical
- Continents, countries and oceans
- Aerial

Previou Knowledge

- Begin to know the continents and oceans and what this means.
- Know the four countries of the UK and begin to know the capital cities.
- Know that a human feature is made by people and a physical feature is not made by a human.
- Know that different countries have different human and physical features.

Previous Key Vocab:

- United kingdom
- Similarities
- Differences
- Map
- Capital cities

Science skills

Enquiry skills to be taught in this unit	Specific skills for this unit
<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely using simple equipment • performing simple tests • identify and classifying • use observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Science Big Questions:</p> <p>How would you group these to show which are living, dead, or have never been alive? (Identifying and classifying)</p> <p>How does the habitat of the Arctic compare with the habitat of the rainforest? (Research using secondary sources)</p> <p>What conditions do woodlice prefer to live in? (Pattern seeking)</p>
<p>Knowledge for this unit</p> <ul style="list-style-type: none"> • Know that a habitat is where an animal lives and provides basic needs for that animal • Know the difference between habitat and microhabitat • Know that animals can only live in certain habitats • Know that a food chain provides sources of food 	<p>Previous knowledge</p> <ul style="list-style-type: none"> • Plants unit in year 1 • Animals including humans • Materials • Seasonal change <p>Key Vocab:</p> <ul style="list-style-type: none"> • Classify • Change • Permanent • Habitat • Food chain • Microhabitat • Source of food

Science skills

Enquiry skills to be taught in this unit	Specific skills for this unit:
<ul style="list-style-type: none"> • asking simple questions and 	<p>Plants</p>

<p>recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> observing closely using simple equipment performing simple tests identify and classifying use observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Science Big Questions: How does the bub change over time? (Observing over time) How does my plant/ seed grow in different environments? (Fair testing) What can you see that are the same or different about these plants? Observational drawings - (Identifying and classifying)</p>
<p><u>Knowledge for this unit</u></p>	<p><u>Previous knowledge</u></p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees <p><u>Key Vocab:</u></p> <ul style="list-style-type: none"> Seed Bulb Mature plants Observe

Computing skills

<p><u>Specific skills for this unit</u></p> <ul style="list-style-type: none"> -sort and classify a group of items by answering questions -collect data using tick charts or tally charts -take, edit and enhance photographs -use Google Sheets or Microsoft Excel to produce basic charts -record information on a digital map -summarise what they have learned in a presentation. -understand that if encounter content or comments which cause distress, to let an adult know straight away -where else to go for help -can save work to their own folder on the network using save as -understand file icons -use sensible file names -aware of the differences between save as and save -use the 'undo' command to fix a mistake -can load work from their own folder 	
<p><u>Knowledge for this unit</u></p> <ul style="list-style-type: none"> -Organise items effectively and describe why you have -produce basic charts such as pie, bar and pictograms -analyse simple charts 	<p><u>Previous knowledge</u></p> <ul style="list-style-type: none"> -how data can be structured as records with fields for information -how data can be organised into groups and subgroups -how data can be structured as a tree -how data can be organised into a table -how data in a table can be filtered and searched. <p><u>Key Vocab:</u></p> <p>Branching database Data Database Tally charts</p>

Computing skills

<p><u>Specific skills for this unit</u></p> <ul style="list-style-type: none"> -plan a sequence of instructions to move sprites in ScratchJr -create, test and debug programs for sprites in ScratchJr -work with input and output in ScratchJr -use repetition in their programs -design costumes for sprites. -respect rules of using the computers and technology -reviews and describes effects of their actions on their ICT outcomes and talks about changes to improve

their work

Knowledge for this unit

- understand that you can code a sprite to make it do what you want
- know how to input and output in scratch while using repetition
- explain the rules when using computers

Previous knowledge

- that a programmable robot can be controlled by inputting a sequence of instructions
- to develop and record sequences of instructions as an algorithm
- to program a robot to follow their algorithm
- to debug programs
- to predict how their programs will work.

Key Vocab:

- Algorithm
- Code
- Debug
- Event
- Repetition
- Sprite

DT skills

Specific skills for this unit

Textiles

Design:

- Generate simple design criteria as appropriate through talking, using their own experiences.
- Design a functional and appealing product for a chosen user and purpose based on simple design criteria communicating their ideas through drawing, templates, mock-ups and information and communication technology.

Make:

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting and joining to allow movement and finishing.
- Select from and use a range of materials and components such as paper, card, plastic and textiles according to their characteristics.

Evaluate

- Explore and evaluate a range of products with wheels and axles and existing textile products relevant to the project being undertaken
- Evaluate their ideas throughout and their final products against original design criteria

Knowledge for this unit

- Know the types of decorations that would be used for celebrations around the world (tree decoration, diva, Om)

Previous knowledge

- Tie dye (Caribbean island) with running stitch

Key Vocab:

- Textile
- Decoration
- Materials
- Stitch