**Heene Church of England (Aided) Primary School**

***‘Learning together, loving others, guided by God’***

**Year 2 Autumn 2022**

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| **TOPIC**  Here We Are: Notes for Living on Planet Earth (2020) - IMDb | **Here we Are** | | |
| **WOW STARTER** | Here We Are – Oliver Jeffers | **Enrichment - Planned Trips or Visits** | Beach / Park visit |

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| **Subject** | **Key Question** | **Focus** |
| **Geography** | **What would you find on a West Sussex journey?** | **What I will know by the end of the unit**   * Know what the United Kingdom is and where Worthing is in relation to London * Be able to find and locate West Sussex on a **variety of local, national and global maps** * Identify the key human and physical features of West Sussex * Compare these features **with Heene** and the local area * How West Sussex has changed during time * Use digital maps to **compare** human and physical features of West Sussex **now and in the past** |
| **History** | **How has our town changed?**  C:\Users\nparsons\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\69B43A42.tmp | **What I will know by the end of the unit (Historical skills and enquiry)**   * Our local area has changed over time * That people have been in our area for a very long time and that has caused change * Know what these changes look like on a timeline * How to sequence and compare pictures and artefacts on a Worthing timeline * Describe memories that people have of Worthing in the past * Use digital maps to find out what has changed in Worthing in the last 100 years |
| **Quality Texts as an English focus** | Here We Are: Notes for Living on Planet Earth : Jeffers, Oliver, Jeffers,  Oliver: Amazon.co.uk: Books  Poles Apart!: Amazon.co.uk: Jeanne Willis, Jarvis, Jarvis: 9780857634931:  BooksAn Atlas of Imaginary Places : Mia Cassany, Ana de Lima: Amazon.co.uk: Books | |
| **English Focus** | Non fiction writing – leaflets, information book page about penguins – postcards  GPS – Capital letters, full stops, finger spaces, sentences, adjectives.  Imaginative writing – descriptive sentences, creative description of an imaginary world, poetry.  GPS – expanded noun phrases | |
| **Maths Focus** | Place value within 20, Addition and subtraction Measurement: money Multiplication and division | |
| **RE** | **Who made the world?** | What I will know at the end of this unit   * Retell the story of creation from 1:1-2:3 simply. * Say what the story tells Christians about God, creation and the world. * Give at least two examples of what Christians do to look after the world for God. * Think, talk and ask questions about living in an amazing world. |
| **Why does Christmas matter to Christians?** | What I will know at the end of this unit:   * Recognise that Incarnation is part of the ‘Big Story’ of the Bible. * Tell the story of the birth of Jesus and recognise the link with   Incarnation — Jesus is ‘God on Earth’.   * Think, talk and ask questions about the Christmas story and the lessons they might learn from it. |
| **Science** | **How do living things survive?** | What I will know at the end of this unit:   * Animals and **plants** depend on each other to **survive.** * All living things (or things that were once living) have a part to play in **food chains.** Without them, other animals and **plants** may not be able to survive. |
| **Are all materials useful?** | What I will know at the end of this unit:  The shape of some materials can be changed when they are stretched, twisted, bent and squashed. |
| **Art** | C:\Users\lmcginley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E98813CC.tmp**Who was Georges Seurat and what style of art did he create?** | **Theme:** Texture and Tone  **Artist Focus:** Georges Seurat  **Outcome:** A painting in the style of George Seurat showing different tones and texture. |
| **DT** | **How do we design and make a Christmas decoration?** | What I will know at the end of this unit:   * How to draw around a given template. * How to cut out simple shapes from felt. * How to join fabrics by using running stitch and over sewing. * How to thread a needle and be more confident doing this on my own. * How to decorate using fabric pens. * How to glue on decorations such as sequins, beads and ribbons. |
| **Music** | Listening: Hands, Feet, Heart  Focus:  Finding the pulse and identifying instruments.  Activities: Clapping rhythms, singing, playing instruments, composing and improvising. | |
| **PE** | Multiskills  Ball skills  Gymnastics  Games Making | |
| **Computing** | **Is everything safe on the internet?**  Learn the Differences Between Spyware, Viruses, and Scareware | **What I will know by the end of the unit:**   * I know the information that I need to keep private in real life and on computers. * I know what the SMART rules are. * I understand there are possible dangers on the computer. * I know that people are not always who they say they are online. * I know what a virus is and how one may be sent to my device/computer. * I know what to do if something upsets me. |
| **Digital photography** | **What I will know by the end of the unit:**  I can recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, I will use this knowledge to recognise that images they see may not be real. |
| **RSHE** | **How can I cope with strong feelings?**  **What information do you access online? How do you ensure you safely search for information?**  **What safety choices do we make daily?** | Show an understanding of their own feelings and those of others, and begin to regulate their feelings accordingly.  Know that the same principles apply to online relationships as to face-to-face relationships,  Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. |