

Year 2 'I am one with the world'


Autumn Term 2

**Unit title : A Safe Kind Helpful World** Exploring the three values of TLAS in relation to safety, health and relationships, predominantly through traditional stories.

**Literacy Genres:** The structure and style of traditional tales 'Once upon a time',

**Morning verse:** 'The sun with loving light'

**Reading Enhancements :** *Have you filled your bucket today?* Carol McCloud, *Tiger comes for Tea* Judith Kerr, *Naughty Bus* Jan and Jake Oke, *Once Upon a Dragon*- Jean E Pendziwold

<p><b>Literacy</b></p>	<p><b>Grammar</b> To read aloud with pace and expression appropriate to the grammar, e.g., pausing at full stops, raising voice for question.</p> <p><b>Writing purpose</b> Writing to entertain: Stories (Including re-telling &amp; traditional tales) Descriptions Poetry In character role</p> <p><b>Writing to inform:</b> Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p>	<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>Read and write numbers from 1 to 20 in numerals</li> <li><i>Use language of ordering e.g. first, second, third</i></li> <li>Solve simple one-step problems (<i>in familiar practical contexts, including using quantities</i>) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. <math>3 + \quad = 7</math></li> </ul> <p><i>Complete a hand drawn book of numbers</i></p>
<p><b>Art</b></p>	<p><b>COLLAGE THROUGH COLOUR</b></p> <ul style="list-style-type: none"> <li>Explore images by Arcimboldo with fruit and food</li> <li>Use our favourite fruits &amp; vegetables to explore shape and space in our own art</li> <li>Use coloured card to create forms and shapes in the style of Arcimboldo and our own self images</li> <li>Use words of kindness to build the same self-portraits</li> <li>Use cutting, layering and shaping to create an images in the style of Arcimboldo.</li> <li>Use fruit and vegetables to print and observe their forms</li> </ul> <p><b>Watercolour-</b> Move from exploring colour mixes to complementary colours. Make cards</p> <p><b>Form drawing-</b> More complex borders and spirals. Using crayons and watercolour paint for forms</p>	<p><b>Humanities</b></p>  <p><b>Chatsworth Sustainable Leadership:</b> care for our surroundings</p>	<p><b>CHILDHOOD OF THE PAST</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about the past, what was life about beyond our living memory (e.g. look at differences and similarities between modern toys and toys of the past)</li> <li>To investigate the past</li> <li>To understand chronology</li> <li>To communicate historically using vocabulary, such as 'a long time ago, recently, when my parents/carers were children, years, decades and centuries' to describe the passing of time</li> <li>Link to geography through focus on childhood in Morden pre-1900 (e.g. Victorian childhood)</li> </ul> <p>Ask and answer questions using a variety of sources</p> <p><b>LOCAL &amp; FAMILIAR PHYSICAL FEATURES</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to school and other familiar features</li> </ul>

**Handwork-** Make beeswax letters and number sculptures, decorated with plants and animals

- Understand navigation of roads and landmarks within our area (How do we come to school?)
- Ask and answer questions about the local environment (the rose garden and our homes)

Know where they live and what their address is.

**Safety in and around London**

- Keeping me and my family safe in the park, on public transport and in the home

*Place knowledge & understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country*

**Relationships and Health**

**RELATIONSHIPS** using the fairytales to explore questions to relationship, dynamics and morals.

**Awareness of feelings Emotional Health –**

Self esteem/awareness

Children will learn:

- How to tell how people are feeling
- What 'privacy' means

Children should:

- Be able to show some self-awareness

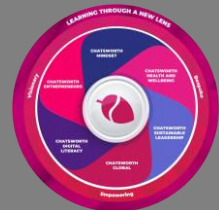
**Keeping well and clean**

Children will learn:

- how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others
- that household products, including medicines, can be harmful if not used properly

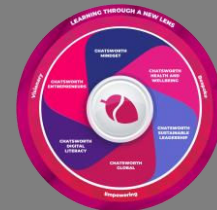
Children should:

- know how to keep themselves clean and how to brush their teeth effectively
- know how to protect themselves



**Chatsworth Health and Wellbeing:** personal hygiene and emotional health

**Forest School**






**Chatsworth Mindset:** learning about growth from nature

-identify and describe the basic structure of a variety of common flowering plants, including trees.

-Wild foraging (blackberries, rosehips, hawthorn berries) and wild plant identification

Make ground art using autumn leaves (e.g.dragon leaf spiral )

*They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).*

<p><b>Design and technology / Woodwork</b></p>  <p><b>Chatsworth Entrepreneurs:</b> creating own games</p>	<p><b>FOOD TECHNOLOGY – COLD DISH</b></p> <ul style="list-style-type: none"> <li>Name and sorts foods based on their characteristics</li> <li>Know that foods give us energy and that eating 5 portions of fruit &amp; vegetables a day will keep us healthy</li> <li>Know what a fruit salad is and identify fruits for their own salad</li> <li>Know that hygiene is important when preparing food</li> <li>Prepare food using chopping, cutting, slicing and peeling to create a fruit salad</li> </ul> <p>Use their senses to evaluate the taste and texture of their dish</p> <p><b>Woodwork</b></p> <p>Children will design and produce Cam mechanisms and Bagatelle boards</p>	<p><b>Science</b></p>  <p><b>Chatsworth Health and Wellbeing:</b> healthy eating</p>	<p><b>Health Science</b></p> <ul style="list-style-type: none"> <li>Eating the Rainbow</li> <li>Fruit and Vegetable classification</li> <li>Importance of a ‘rounded’ diet</li> <li>What is healthy eating? How we fuel our bodies</li> </ul>
<p><b>Religious Studies</b></p>  <p><b>Chatsworth Mindset:</b> respect different places of worship</p>	<p><b>CHRISTIAN FESTIVALS- CHRISTMAS</b></p> <ul style="list-style-type: none"> <li>Know features of Christmas in relation to family and family traditions</li> <li>Understand that for Christians the key celebrations of Christmas mark events connected with Jesus, and understand their historical context.</li> <li>Know and understand the significance of the ‘Christmas Story’</li> </ul> <p>The Christmas Story Saint Nicolas (in relation to kindness and giving)</p> <p>The festival of Hanukkah (Jewish)</p> <p><b>Trips and or events:</b> visit a religious place of worship, e.g. church, mosque, temple</p>	<p><b>PE</b></p>	<p><b>ATHLETICS</b></p> <p>Can apply variety of speeds for different running lengths. Can perform jumps with standing and running take off. Can send different objects to gain distance, accuracy and improve performance.</p> <p><b>SPORTSMANSHIP &amp; INVASION</b></p> <p>Send a ball for a team member to receive and travel into another space to make forward progress. Participate and co-operate in small, sided games against an opponent with rule understanding. Receive a ball and incorporate sending to a team member or shoot at a target. Practice attacking and defending</p>
<p><b>French</b></p>	<p><b>FRENCH</b></p> <p>Emotions in French Common fruits in French- draw plate with foods Counting in French 1-5 Singing French Songs and rhymes</p> <p>To learn a minimum of 5 colours in French To learn 6 family members in French. To learn simple sentences in French To re-cap what has been learned</p>	<p><b>Music</b></p>	<p>-Identify aurally longer and shorter sounds (and silences) using voices and percussion. -Clap back simple rhythmic patterns (phrases) given aurally. -Identify and mark the pulse and / or the rhythm of a song (tap, clap and use percussion). -Tap out the rhythm of familiar songs and chants (use two fingers on palm of the hand). -Use simple written symbols (e.g. Morse Code or SOLFA stick notation) to notate and perform patterns of longer and shorter sounds.</p>

**Trips and or events:** visit a religious place of worship, e.g. church, mosque, temple  
**Visits and Outings:** Use natural materials to build a seasonal sculpture in the park in the style of Andy Goldsworthy

Invite a local vicar/Priest to assembly to talk about the festival of Christmas