

Autumn 2 sequence of learning – Key Stage 1, Year 2



KEY THEME: The Great Fire of London

Science: Living things and their habitats

PRIOR KNOWLEDGE

Children will have an awareness of different types of animals and the habitats they live in.

INTENT

To explore and compare the differences between things that are living, dead, and things that have never been alive. To 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

VOCABULARY

Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied

SEQUENCE OF LEARNING

1. We will learn and understand what a habitat is.
2. We will understand what is living and non-living and what animals and plants live in a woodland habitat.
3. We will explore which animals live in a woodland habitat and learn why animals live in a specific habitat.
4. We will create bug hotels.
5. We will learn about animal adaptations in a habitat and explore why some animals adapt.
6. We will explore plant adaptations in a habitat to help us understand that plants are also living things.
7. We will use our knowledge of animals and plants in a habitat to investigate a mystery habitat, identifying living and non-living things and how living things survive there.

OUTCOME/COMPOSITE

Children will create their own creature and habitat and explain why it lives there.

Religious Education (RE)

PRIOR KNOWLEDGE

Children have explored other important Christian celebrations including Harvest.

INTENT

What does it mean to belong to a faith community? To compare belonging to a faith community through their expressions of faith, rituals and ceremonies.

VOCABULARY

Community, symbols, faith, ceremony, belonging, marriage

SEQUENCE OF LEARNING

1. I can say a group or community that I belong to and talk about what is special and important about belonging to a group that is important to me.
2. I can recognise symbols of belonging for Christians, Jews and Muslims.
3. I can think about why symbols of belonging matter to believers.
4. I can give an example of how a person from different faiths might show they love people.
5. I will be able to talk about how different faith welcome babies into the world.
6. I will learn how different faiths celebrate the birth of a baby through ceremonies.
7. I will learn how different faiths show belonging through marriage.

OUTCOME/COMPOSITE

Recreate a traditional Christian/Jewish or Muslim welcome ceremony.

Design and Technology (DT): Mechanisms

PRIOR LEARNING

Children have learned about wheels, axles and axle holders work.

INTENT

Design and create a functional model of the London eye, learn how different components fit together so that the wheel rotates and the structure stands freely.

VOCABULARY

Design, design criteria, wheel, Ferris Wheel, pods, axle, axle holder, frame, mechanism

SEQUENCE OF LEARNING

1. To explore wheel mechanisms and design a wheel.
2. To select appropriate materials.
3. To build and test a moving wheel.
4. To make and evaluate a structure with a rotating wheel

OUTCOME/COMPOSITE

To design, make and evaluate a functional model of the London Eye

Music: On this Island: British Songs and Sounds

PRIOR KNOWLEDGE

Children can create a piece of music that represents basic tempo, dynamic and pitch changes.

INTENT

To sing, play and follow instructions to perform as a group.

VOCABULARY

Composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre.

SEQUENCE OF LEARNING

1. To learn about the music of the British Isles.
2. To learn about the music of the British Isles and create music of our own (part 1).
3. To learn about the music of the British Isles and create music of our own (part 2).
4. To compose a piece of music as part of a group.
5. To evaluate and improve a group composition.

OUTCOME/COMPOSITE

To create a piece of music that represents three distinct environments.

History: The Great Fire of London

PRIOR KNOWLEDGE

Children can explain the history of the first flight and The Wright Brother's contribution to this.

INTENT

To understand why was it called the 'Great' Fire of London?

VOCABULARY

Timeline, past, present, fire brigade, rebuild, cathedral, thatch, evidence, diary.

SEQUENCE OF LEARNING

1. How can we work out why the Great Fire started?
2. What happened during the Great Fire and how do we know?
3. Why did the Great Fire burn down so many houses?
4. Could more have been done to slow the spread of the fire?
5. How did people manage to live through the Great Fire?
6. How shall we rebuild London after the Great Fire?

OUTCOME/COMPOSITE

To create a museum all about the Great Fire of London.

PSHE: Celebrating Difference: Respect for similarity and difference. Anti-bullying and being unique.

PRIOR KNOWLEDGE

Children can explain what makes them unique and special and to understand the importance of treating everyone equally regardless of their differences.

INTENT

In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.

VOCABULARY

Similarities, differences, assumptions, shield, stereotypes, boys, girls, special, bully, purpose, kind, lonely, unkind, feelings, sad, help, male, female, diversity, fairness, kindness, unique, friends

SEQUENCE OF LEARNING

1. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).
2. I understand some ways in which boys and girls are different and accept that this is OK.
3. I understand that bullying is sometimes about difference.
4. I can recognise what is right and wrong and know how to look after myself.
5. I understand that it is OK to be different from other people and to be friends with them.
6. I can tell you some ways I am different from my friends.

OUTCOME/COMPOSITE

To understand that it is ok to be different. To explain what bullying is, feelings associated with bullying and how and where to get help if I or someone I know is being bullied.

Physical Education (PE): Inspire – create - perform

PRIOR KNOWLEDGE

Pupils will have developed and refined fundamental movement skills, including agility, balance and co-ordination through gymnastic activities. Pupils should be able to perform these movements with increased fluency.

INTENT

Explore 'moving to music' by responding to a stimuli. Movement sequences will be explored (actions, travel, patterns, and combinations) and applied to music.

VOCABULARY

Music, rhythm, timing, count, dance, sequence, actions, travel, 'exploring' theme.

SEQUENCE OF LEARNING

1. To know their new topic 'inspire- create – perform'. Pupils will be able to move to music in the warm-up activities.
2. Pupils will use the stimuli of 'Celebrations' and explore different actions and types of travel associated with this.
3. Pupils will understand the term 'choreograph' and they will be able to choreograph a short 'celebration' sequence.
4. Pupils will extend and develop their sequence by introducing pathways.
5. Pupils will use the process of evaluating to improve their own and other performances.
6. Pupils will perform their choreographed sequences to their peers.

OUTCOME/COMPOSITE

Pupils will use their fundamental movement skills and apply them in movement sequences in line with the stimuli of 'celebrations'. Pupils will choreograph and perform their sequence to their peers.

Computing: Programming A – robot algorithms

PRIOR KNOWLEDGE

Children have explored using commands to programme a floor robot and have begun predicting outcomes.

INTENT

This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

VOCABULARY

Sequence, outcome, algorithm, debug

SEQUENCE OF LEARNING

1. Internet safety
2. Giving instructions - To describe a series of instructions as a sequence
3. Same but different - To explain what happens when we change the order of instructions
4. Making predictions - To use logical reasoning to predict the outcome of a program
5. Mats and routes - To explain that programming projects can have code and artwork
6. Algorithm design - To design an algorithm
7. Break it down - To create and debug a program that I have written

OUTCOME/COMPOSITE

To design an algorithm to navigate their robot across an obstacle course, collecting points by covering certain squares and losing points if they hit an obstacle.

Art: Drawing skills

PRIOR KNOWLEDGE

Children have practiced mark making using a variety of different materials. Children have explored the colour wheel – primary, secondary, and tertiary colours.

INTENT

In this pathway pupils are introduced to the idea that artists are inspired by the world around them. Children are empowered to go out into the world, re-see, collect and represent through drawing. See accompanying PDF <https://www.accessart.org.uk/exploredraw/>

VOCABULARY

Continuous line drawing, patterns, sequence, symmetry, pictorial representation, repetition, media, techniques, tactile, digital collage, resist,

SEQUENCE OF LEARNING

1. To know that Artists Are Collectors & Explorers: Using sketchbooks if available, introduce children to the idea that artists are often collectors and explorers.
2. To explore and collect: Create "Patterns With Nature". Photograph Your Work. Create "Digital Collages" using this resource.
3. To complete two drawing exercises: Exercise One: Continuous Line Drawing Exercise Exercise Two: Feely Drawings
4. Project: Wax Resist Autumn Leaves: Follow the "Wax Resist Autumn Leaves" resource.
5. Project: Wax Resist Autumn Leaves: Follow the "Wax Resist Autumn Leaves" resource.
6. Reflect, Share, Talk

OUTCOME/COMPOSITE

Children will have a collection of drawn and printed images using naturally occurring objects and leaves. This can be used to create a seasonal exhibition of their artwork.

KEY TEXT

