

Year Two Autumn One					
Science Knowledge (everyday materials)	Investigative unit building on knowledge taught last year.				BROADENING HORIZONS Visit from a craftsman/builder
Science Skills	Identify and compare suitability of everyday materials.	Identify what properties make materials suitable for a purpose.	Perform simple tests Record data to answer questions		
Geography Knowledge	Know the difference between human and physical features				
Geography Skills	Use aerial photos to recognise landmarks and human and physical features				
Art Knowledge (drawing)	Know that sketchbooks are used to practise techniques, skills, and try out ideas. They are a place where we collect ideas.				
Art Skills	Use a sketchbook to collect a range of ideas and begin to use it as a resource to go back to.	Building on previous shape and line work – investigate close observation of pattern and design – poss link to Mosque visit.			

Year Two Autumn One					
History Knowledge – Lives of significant individuals	Black History Month – focus to be decided – museum moment	2021 – Black family representation, identity and diversity	Poss study; TBC Kamala Harris Rosa Parks Shirley Chisholm		
History Skills	Recognise that there is a reason why people in the past acted as they did.	Place events on a timeline. Use dates where appropriate.	Ask questions like, what was it like for people? What happened? How long ago?		
DT Knowledge					
DT Skills					
Computing Knowledge (Online safety 2.2)	Know that information put online leaves a digital footprint or trail.	To have some knowledge and understanding about sharing more globally on the Internet.			
Computing Skills	Know how to talk to others online safely.	Know how to make appropriate online searches.	To identify the steps that can be taken to keep personal data and hardware secure.		

Year Two Autumn One						
RE Knowledge (Islam)	People in the religion of Islam are called Muslims. Muslims believe in one God.	The Arabic name for God is Allah. Muslims believe that God sent prophets to teach people how to live.	The four main prophets are, Jesus, Moses, Abraham, and the last prophet was Muhammed.			<b>BROADENING HORIZONS</b> Visit a mosque
RE Skills	Consider issues of right and wrong.	Talk about how religions help people to live their lives.	Share their own ideas about God and the World.			
PSHE Knowledge (rules and readiness)	Know the school rules and understand that year 2 are the oldest pupils (role models)	Know who can help me and what to do in scary or upsetting situations	What does respect mean and why is it important?	How do friends make us feel good?		
PSHE Skills	I can follow the school rules.	Can I ask for help and solve problems with support?	Can I be respectful with my friends?	Can I be a good friend to everyone?		
Music Knowledge	Listening and Appraising: Know that songs have a chorus or a response/answer part	Rhythm and pulse: Know that rhythms are different from the steady pulse	Singing: To confidently know and sing songs/raps from memory	Playing: To learn the names of instruments they play		
Music Skills	Begin to talk about the structure of songs	Can talk about or show how rhythm and pulse are different	Can talk about or show they can make different types of sounds with their voice	Can play the easy glockenspiel part Can name and talk about the instrument they play	Can listen to and follow instructions from a leader. Can begin to play in time to music – diff tempos	
PE Knowledge (Gym – high and low points, Games – throwing and catching)						
PE Skills	Gym – show different ways to travel with the body close to/far away from the floor/apparatus	Games – Throw, catch, bounce using 1 or 2 hands using different body parts.	Gym – Use highest and lowest parts of the body to balance with travel. Games – throw, bounce and catch from stationary or moving positions.	Gym – Take weight confidently on hands to lift feet high. Games – Understand and use ‘beat your record’ activities to improve skills	Gym – Hold a bridge position for a partner to be able to travel under.	

Year Two Autumn Two					
Science Knowledge	<p><b><u>Animals including humans</u></b> Omnivores, Herbivores, Carnivores: <b>To understand what meat and plant based foods are.</b></p>	<p><b><u>Animals including humans</u></b> Omnivores, Herbivores, Carnivores: <b>Understand what the three terms mean.</b></p>	<p><b><u>Animals including humans</u></b> Omnivores, Herbivores, Carnivores: <b>Identifying animals that are omnivores, herbivores and carnivores.</b></p>	<p><b><u>Animals including humans</u></b> Children to apply their knowledge from the past three weeks to solve a problem.</p>	
Science Skills	Sorting foods – Plants or Meat?	Sorting	Grouping, identifying and classifying	Using ideas, knowledge and observations to suggest answers to questions. Question: Whose poo?	
Geography Knowledge					
Geography Skills					
Art (painting)					
Art Skills	Use small brushes to create work in a smaller scale.				

Year Two Autumn Two					
History Knowledge (Remembrance)	<b>Museum Moment</b> Know that we remember soldiers who died in wars by wearing poppies.				
History Skills	Place events (WW1 WW2) on a time line.	Observe or handle evidence to ask questions about the past.	Show an understanding of the concept of nation (we all remember together) minute silence		
DT Knowledge (textiles – lavender bags)	Know we can design for people we know.	When we have finished our products, we can think about what we might want to change.	When we think about how we can change products, we call this evaluating.		
DT Skills	Build on previous skill of running stitch to learn over stitch or blanket stitch.	Sew on a decoration.	Talk about who their product is for and why it is appropriate for them.	Talk about what they like about their product and what they would change.	
Computing Knowledge coding 1.7	To understand what coding means.	To know the save, print, open and new icon.			
Computing Skills	To use design mode to set up a scene.	To add characters.	To use code blocks to make the character perform actions.	To save and share work.	

Year Two Autumn Two					
RE Knowledge (Christianity, Christmas)	Know the main events of the Christmas Story	Know the main symbols related to Christmas – particularly advent and Christingle			
RE Skills	Communicate their understanding using specific language	Apply their learning to ask questions	Share their ideas		
PSHE Knowledge (Feelings, managing emotions)	I know what can help me with my feelings	Know that mental health is as important as physical health.	Name a wider range of emotions – nervous, frustrated, excited, and surprised	Know strategies that support emotional well being	
PSHE Skills	I can talk about my feelings.		Recognise a wider range of emotions.	Understand what affects emotions	
Music Knowledge	Singing: Know several songs from their nativity play well.				BROADENING HORIZONS Knows that people have jobs as musicians/singers/teachers
Music Skills	Can talk about what the songs are about and how they tell a story or describe something			GROWTH MINDSET Developing confidence with performing skills	GROWTH MINDSET Performing at Christmas nativity plays – singing and acting
PE Knowledge (Dance- balloons reach for the stars, Games – aiming and hitting)					
PE Skills	<b>Dance</b> – Work alone with guidance from the teacher to create a movement.	<b>Dance</b> – Use different contrasts in weight distribution and actions used.	<b>Dance</b> – Remember and repeat movement phrases and patterns with some control and co-ordination.	<b>Games</b> – Send and receive a variety of equipment with control consistency and co-ordination	<b>Games</b> – Demonstrate accuracy when using hands and feet. <b>Games</b> – Choose and use appropriate equipment for games they create.