



## Year 2 – Autumn 1

### Schools past and present



SMSC Links	
<b>Spiritual</b>	Children will show a sense of enjoyment in learning about the history of their school.
<b>Moral</b>	How would you have felt to be a Victorian child?  Empathise with the lives of children in the past.
<b>Social</b>	Children will develop their social skills working in pairs and groups. Children will show an understanding that one's own behaviour affects others peoples.
<b>Cultural</b>	Children will discuss how life has changed and what the culture was like in different times.

<b>Trips and experiences</b>
Visit from a Victorian teacher!
<b>Celebrations</b>
Year 2 picnic
<b>British Values</b>
Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths



## History– What were schools like in the past?

### Foundations of previous learning.

Knowledge: Castles were built a long time ago – a King or Queen would live in a castle.

Skills: Sequence some events or 2 related objects in order. To know periods of time. To know how to use a basic source to get information

Overview and rationale	Skills and concepts	Knowledge
<p>The children will start by thinking about what school is like today. They will then use our school as the basis for a journey back in time to the Victorian period. They will develop their understanding of chronology by sequencing events from beyond their lifetime. Children will investigate the similarities and differences between schools. This learning will be enhanced in the classroom when it is turned into a Victorian schoolroom and with children playing the role of Victorian children. What will they think is best - school today or school in the nineteenth century? Children will return to this learning in Year 5 when they study how the Victorians shaped the city we know today.</p>	<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline.</li> </ul> <p><b>Investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>Ask questions to find out about the past.</li> <li>Use artefacts and pictures to find out about the past.</li> </ul> <p><b>Range and depth of historical knowledge:</b></p> <ul style="list-style-type: none"> <li>Identify the differences between ways of life at different times.</li> </ul> <p><b>Key concepts:</b></p> <p><b>Continuity and change</b> – Identify ways in which school has remained the same or changed between ‘then’ and ‘now’.</p> <p><b>Similarities and differences</b> – Compare similarities and differences between the experiences of rich and poor children in Victorian Britain.</p>	<ul style="list-style-type: none"> <li>Chesterfield School is a Victorian building it was built in 1897 when Queen Victoria reigned.</li> <li>The Education Act was very important as it meant all children could go to school.</li> <li>In Victorian schools, boys and girls were separated, having their own entrance and playground. They also studied different subjects.</li> <li>Teachers were often strict and by modern standards very scary.</li> <li>The Victorian teacher would use a cane to punish children who did not follow instructions. The cane was give on the hand or the bottom, or sometimes across the back of the legs.</li> <li>For every teacher the most vital piece of equipment was the blackboard and easel. This could be used so that children could copy information.</li> <li>Children started to learn to write using a slate - a sort of small blackboard - on which they wrote with a sharpened piece of slate called a slate pencil.</li> </ul>
National curriculum coverage	Assessment Tasks	
A local history study.	<p><b>1. Chronology:</b> Place the Victorian period on a timeline and sequence events from beyond their lifetime and understand this is beyond living memory.</p> <p><b>2. Investigate and interpret:</b> Extract information from various types of source (artefact, pictorial, written) and record what they tell us about schools in the past.</p> <p><b>3. Continuity and change:</b> Compare Victorian schools and schools today discussing what has stayed the same and what has changed.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> <li>Children will explore Chesterfield school and find any clues from the building that will tell us it was built a long time ago. They will identify that the school was built a long time ago, in the Victorian time, when Queen Victoria was Queen.</li> <li>Identify and place the Victorian period on a timeline making links to previous learning.</li> <li>Children will become detectives and use photographs to begin to explore what Victorian schools were like.</li> <li>Using different sources, children will learn about Victorian school discipline, lessons and equipment.</li> <li>They will identify the similarities and differences between the experiences of rich and poor children in Victorian times.</li> <li>Make comparisons and identify continuity and change between schools now and at different times in the past.</li> </ol>	<p>Queen Victoria, Victorian period, Education act, schools, strict, punish, cane, blackboard, rich, poor, subjects, similarities, differences</p>	<p><b>Investigation and comparison</b> – How do schools today compare to the past? What are the similarities and differences? How do we know about the past?</p> <p><b>Humankind</b> – What were Victorian teachers like? What was school like for poor children?</p> <p><b>Significance and Place</b> – Why is Chesterfield School a significant place in history?</p>
Curriculum drivers		
<p><b>Emotional Intelligence</b> – How do you think Victorian children felt about school? How do you feel about coming to school?</p>	<p><b>Aspirations and possibilities for all</b> – Do you think it was fair that boys got extra maths and technology lessons? Is it like this today?</p>	<p><b>Oracy</b> - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>

## Design and Technology – Food

### Foundations of previous learning:

In Year 1, children had experience of identifying common fruit and vegetables. They planned, made and evaluated making a fruit platter for a party. They undertook sensory activities and had experience of cutting soft fruit and vegetables using appropriate utensils.

Overview and rationale	Skills	Knowledge
<p>In this topic, the children will continue to learn about different cooking methods and nutrition. They will explore the work of Jamie Oliver, especially his role in ensuring children have the opportunity to eat healthy school dinners. They will continue to explore where a range of fruit and vegetables come from before deciding which ones to use when making a healthy wrap. They will learn how to prepare the fruit and vegetables safely and once made, they will evaluate whether their product could be improved and discuss what they would do differently next time.</p>	<p><i>See D&amp;T progression document for skills developed when taking inspiration, designing, making and evaluating a product.</i></p> <p><b>Food preparation, cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li>• Assembly multiple ingredients.</li> <li>• Combine food ingredients based on their sensory characteristics.</li> <li>• Follow basic food handling, hygienic practices and personal hygiene.</li> <li>• Prepare simple dishes safely without a heat source.</li> <li>• Use techniques such as cutting, peeling and grating safely and hygienically.</li> </ul>	<ul style="list-style-type: none"> <li>• Jamie Oliver is a chef who has worked hard to ensure that the school dinners we eat are healthy and well balanced.</li> <li>• We must eat 5 portions of fruit and vegetables a day.</li> <li>• Our food comes from animals and plants.</li> <li>• Food has to be farmed, grown or caught.</li> <li>• It is important we work safely and hygienically when cooking and preparing food.</li> </ul>
National curriculum coverage	Assessment opportunities	
<p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p><b>1: Food knowledge:</b> Identify and understand that all food comes from animals and plants.</p> <p><b>2: Design:</b> Generate and plan ideas based on simple design criteria and their own experiences, explaining what they could make to ensure it is a healthy product.</p> <p><b>3: Final product:</b> To make and evaluate their product using simple utensils and equipment.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> <li>1. Children will understand and explore that all food comes from plants and animals. They will explore the work of Jamie Oliver especially in relation to healthy school dinners.</li> <li>2. They will taste a range of fruit and vegetables and carry out a sensory evaluation. Children should share their likes and dislikes and understand that everyone has different preferences.</li> <li>3. Focus task - demonstrate how to use simple utensils and provide opportunities for the children to practise food processing skills such as washing, grating, peeling, slicing and squeezing.</li> <li>4. Design and communicate plans for their product</li> <li>5. Make their product using simple utensils and equipment.</li> <li>6. Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ol>	<p>Sensory vocabulary: soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard</p> <p>Peeling, cutting, slicing, grating, squeezing, knife, grater, peeler,</p> <p>Design, make, evaluate, user, likes, dislikes</p>	<p><i>Creativity, investigation and materials are evident throughout all D&amp;T topics.</i></p> <p><b>Humankind</b> – Why is food important? Why is it important that we eat a range of fruit and vegetables?</p> <p><b>Comparison</b> – what is your favourite fruit and vegetable? How do they compare? How have school dinners changed over time?</p> <p><b>Significance</b> – Why is Jamie Oliver considered a significant chef for schools?</p>
Curriculum drivers		
<p><b>Emotional Intelligence</b> - How do you feel when cooking? Why is it important we find hobbies that we enjoy?</p>	<p><b>Aspirations and possibilities for all</b> – Allow the children time to explore the chef profession. Would anyone like to be a chef? Do they know anyone who is a chef?</p>	<p><b>Oracy</b> - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>

	Computing Computers and hardware – what is a computer?	Music Hands, feet, heart
Overview and connetions	When children picture a computer, they often think of a screen, mouse and keyboard. This topic explores exactly what a computer is, with pupils identifying and learning how inputs and outputs work, how computers are used in the wider world and designing their own computerised invention.	In this topic, all the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.
Key knowledge and assessment	<ul style="list-style-type: none"> <li>• A computer is a device for working with information.</li> <li>• Some computers have a keyboard, screen and mouse; others have buttons to make them do things.</li> <li>• All computers need electricity – they can get this through wires into the wall or batteries.</li> <li>• Technology follows instructions by us, which means we can predict what it will do. For example, buttons cause effects that technology follows.</li> <li>• An input is a way of telling a computer what to do. An output is a response from the computer.</li> <li>• Computers are everywhere in the world around me.</li> </ul>	<ul style="list-style-type: none"> <li>• Musical instruments are used to make music. Some of these include keyboard, bass, drums, electric guitars, saxophone and trumpet</li> <li>• South African Afropop is a style of music. It has a strong dance beat that is swingy and is full of energy.</li> <li>• Traditional South African music generally uses voices only or voices and drums.</li> <li>• Gospel choirs share the joy of faith and religion through music.</li> </ul>
Key skills and assessment	<ul style="list-style-type: none"> <li>• Understanding what a computer is and that it's made up of different components.</li> <li>• Recognising that buttons cause effects and that technology follows instructions</li> <li>• Learning how we know that technology is doing what we want it to do via its output.</li> <li>• Learning how computers are used in the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs can tell a story or describe an idea.</li> <li>• Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts.</li> <li>• One note – C</li> <li>• Two notes – C, D, E</li> </ul> <p style="text-align: center;"><i>See also Charanga skills - Year 2</i></p>
Key Vocabulary	Computer, mouse, keyboard, technology, instruction, predict, input, output	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo
Big Ideas	<p><b>Change</b> – How have computers changed over time?</p> <p><b>Creativity</b> – What invention did you make? What creative inventions can you see around you?</p>	<p style="text-align: center;"><i>Creativity is evident throughout all music topics</i></p> <p><b>Comparison</b> – what are the similarities and differences between traditional South African music and Afropop?</p> <p><b>Humankind</b> – What is South African music? What is unique about this music?</p> <p><b>Place</b> – where is South Africa?</p>
Curriculum Drivers	<p><b>Emotional Intelligence</b> - How do you feel when you have successfully achieved/invented something?</p> <p><b>Aspiration and possibilities for all</b> – Allow the children to explore the role of an inventor. What invention did they enjoy making in this topic?</p>	<p><b>Emotional Intelligence</b> - How does this song make you feel? Why? Explore with the children that when we feel sad or angry, music can help us to manage our emotions.</p> <p><b>Aspiration and possibilities for all</b> – Ensure the children are exposed to musicians of different gender and ethnicity.</p>
Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.		

	PSHE Being me How can I be a good friend?	RE – Diwali
Overview	In this unit, children will explore friendship. They will discuss what friendships is as well begin to recognise what makes a positive friendship. The children will learn how to maintain friendships both face to face and those online. They will understand that everyone has the right to be treated with respect. This unit will prepare the children for their subsequent learning in Year 3 when they begin to identify how they can resolve problems with their friends.	In this topic, children will explore the festival of Diwali. They will investigate what happens during the festival of Diwali and whether the celebrations being a sense of belonging to Hindus. The children will continue to develop their understanding of how in celebrating Holi (Yr 1) and Diwali, Hindus learn about God’s power, love and forgiveness.
Key Knowledge and assessment	<ul style="list-style-type: none"> <li>Define the term ‘friend’</li> <li>Understand how friendships are formed</li> <li>Recognise actions and behaviour of a good friend</li> <li>Understand that everyone has the right to be treated with respect</li> <li>Name the characteristics of a good friend</li> <li>Understand what we mean by the term ‘manners’</li> <li>Explain how manners support friendships.</li> <li>Understand the difference between face-to-face friendships and those online.</li> <li>Know what to do when we need help.</li> </ul>	<ul style="list-style-type: none"> <li>At Diwali Hindus retell stories about Rama and Sita this is a Hindu festival celebrated in India and in Britain.</li> <li>The ‘heroes’ of the Diwali story show Hindus how to be good. Ordinary people doing small things can be ‘heroes’ in daily life.</li> <li>Light of the diva is an important Hindu symbol at Diwali.</li> <li>During Diwali Hindus: decorate the house, prepare special foods, send and receive cards &amp; gifts, pray together and remember the Diwali story.</li> <li></li> </ul>
Key Skills and assessment		<p><b>Learning about religion:</b></p> <ul style="list-style-type: none"> <li>Describe the main festivals or celebrations within a religion.</li> <li>Recognise and name some religious places and practices.</li> </ul> <p><b>Learning from religion:</b></p> <ul style="list-style-type: none"> <li>Identify the things that are important in their own lives.</li> <li>Explain how actions affect others.</li> <li>Relate emotion to some of their experience i.e. thanks, joy, sadness</li> </ul>
Key Vocabulary	Friendship, positive, negative, face to face, online,	Hindu, Diwali, diva lights, celebrate, Rama and Sita, light, heroes, Rangoli patterns
Big Ideas	<p><i>Humankind runs throughout all PSHE lessons</i></p> <p><b>Significance</b> – who are the special people in our lives? Why are friendships important?</p>	<p><i>Humankind is evident throughout all RE topics</i></p> <p><b>Comparison</b> – How do the celebrations of Holi and Diwali differ? How does this celebration compare to things you celebrate?</p> <p><b>Significance</b> – Why are Rama and Sita significant people for Hindus?</p>
Curriculum Drivers	<p><b>Emotional Intelligence</b> - Children to explore a range of feelings and emotions. How do friendships make us feel? Why are they important for our wellbeing?</p> <p><b>Aspiration and possibilities for all</b> – Why is it important that we are a good friend?</p>	<p><b>Emotional Intelligence</b> - How does light and darkness make you feel?</p> <p><b>Aspiration and possibilities for all</b> – What can we do to help the people in our community? How can we be heroes?</p>
	Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	

