

Year 2  
Autumn  
Geography

## Our World

*We will explore and discover about a range of countries, continents and oceans around the world including exploring weather, climate, traditions and celebrations, animals and people.*

### Background information

- *There are 7 continents in the world.*
- *There are currently 195 countries in the world*
- *There is approximately 55.27 million people living in England*
- *Russia is the biggest country in the world. You can fit 70 England's into Russia!*

**Find out and be ready to show and tell 5 facts fascinating facts about a country of your choice**

### Knowledge and Understanding

In this unit pupils will learn:

- There are 7 continents across the world
- To locate a range of countries on a range of sources including maps, atlases and globes
- The different geographical and characteristics of the countries studied (France, China, Australia, Kenya, USA, Brazil, Antarctica)
  - Recognise different flags and currency
- Learn about and identify famous landmarks from each country
- How England compares to other countries around the world
- The size and population of each country

### Enquiry skills and Key concepts

- identify countries, continents and oceans in atlases and on globes.
- use simple field work and observational skills to study the physical features of our environment.
- Identify the key features of a location. Use aerial images to recognise basic physical features.
- know that there are 7 continents and 5 oceans.
- compare different environments.
- understand geographical similarities and differences of two contrasting places.

### Key Vocabulary:

**Beach**- at the seaside - some are sandy, some have pebbles

**Cliff**- a big drop from the land to the sea

**Coast**- where the land meets the sea

**Mountain**- a massive pile of rock pointing up that you can climb on

**Sea**- a large body of water

**Ocean**- a vast body of water

**River**- a long, windy line of water that reaches the sea

**Vegetation**- a name for all plants growing on land

**Population**- the number of people who live somewhere

**Climate**- what is happening in the air for most of the year (hot, cold, wet)

**City**- a large place where millions of people live

**Town**- a medium-sized place where thousands of people live

**Village**- a small place where hundreds of people live in the countryside

**Port**- where boats arrive to transport goods or people

**Harbour**- like a car park for boats

**Human**- created by people

**Physical**- created by nature

**Field study**- recording the geography of a place

**Landmark**- a famous place on the land

**Map**- a drawing of a place from above

**County**- one area of a country

**Country** - England, Russia, Brazil, USA

**Continent**- Groups of countries in the same part of the world (Europe, Asia)

**Equator**- a line around the middle of the Earth where the hottest countries are

**Capital**- an important city where the Government is based (Paris, Cairo, London)

Year 2  
Autumn 1  
Computing

## E-Safety- staying safe when using technology

During this topic, the children will learn how to stay safe when using technology and devices. They will learn about the dangers, how to protect themselves and what to do if they have concerns when using the internet or a device.

### Background information

- 66% of 6-7 year olds use the internet at home to play games, help with home learning and to discover information.
  - 85% of children have access to a games console which can be used on the internet.
  - 1 in 4 children aged 7 or below have their own smart phone and use the internet regularly.
- Understanding e-safety and how to stay safe on line is a core skills that children need to be taught so they know how to protect themselves and others when using devices and the internet.

### Knowledge and Understanding

In this unit pupils will learn;

- How to stay safe on the internet
  - To use technology safely
- To know and discuss rules for staying safe online
- Describe positive behaviour and habits on the internet
- How to make safe and sensible choices on the internet
  - To know how to report or who to talk to if they feel unsafe or worried
- To understand what personal information is and not to share it online

### Enquiry skills and Key concepts

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### Key Vocabulary:

**Internet-** a network of connected computers

**Social Network-** a dedicated website or other application which enables users to communicate with each other by posting information, comments, messages, images, etc.

**Cyber Bullying-** the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

**Surfing the web-** browsing the internet

**Browsing-** looking through, exploring

**e-safety-** the safe and responsible use of technology

**Personal information-** information that is about you e.g. name, address

**Program-** Instructions written in a language (code) computers can understand

**App-** an application, especially as downloaded by a user to a mobile device.

**Password-** a secret word or memorable phrase that allows access to a computer system or service.

**Computer-** a device that takes input, processes it, then produces output

**Web Site-** a collection of web pages  
**WWW (World Wide Web)-** all of the web pages on the Internet, accessed using a web browser

**Data-** Numbers that represent images, video, text and sound

Year 2  
Autumn  
Art

## Sculpture- African Masks

*During their learning, the children will explore what sculpture is and research the history of African Masks; they will use this knowledge and Romauld Hazoume's work as inspiration to create their own African mask sculpture using recycled items.*

### Background information

- 'Sculpture' is art of making two- or three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster.
  - African people use masks in rituals and ceremonies. They represent spirits of animals or ancestors, mythological heroes, moral values or a form of honoring of a person in a symbolic way.
- Traditional African Masks are made from wood, pottery, textiles, copper and bronze. Details can be made from animal teeth, hair, bones and horns as well as feathers, seashells and even straw and egg shells.

### Knowledge and Understanding

In this unit pupils will learn;

- Masks are one of the elements of African art that have influenced lots of other types of art including cubism.
- There are lots of different types of masks and each are used for different purposes and have different features and styles.
- African masks are usually shaped after a human face or some animal's muzzle and can be created in a highly abstract form.
- African masks are usually crafted by hand, using traditional tools and techniques.

### Enquiry skills and Key concepts

- Use a range of materials creatively to design and make a 3D sculpture.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Plan ahead to overcome challenges and evaluate to be reflective and make changes where needed to be successful.
- Use correct artistic terminology to describe their own and other's work and processes.

### Key Vocabulary:

**Design-** a plan or drawing to show the look and functions of something

**Features-** a distinctive attribute

**2D-** two dimensional -flat

**3D-** three dimensional-fat

**Craft-** an activity involving making something by hand

**Modelling-** the activity of making three-dimensional models

**Moulding-** form or shape using a malleable material

**Malleable-** materials that can be shaped or moulded

**Tools-** a device or implement used to carry out a function or job

**Sculptor-** an artist who makes sculptures

**Sculpture-** is art of making two- or three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster

**Year 2**  
**Autumn Term 1**  
**Music**

## **Hands, feet, Heart — A song that celebrates African Music.**

*In this unit pupils will be focusing on African music and will focus on the song Hands, Feet, Heart by Joanna Mangona. Children will listen to the songs and do a range of musical activities to help them learn and build on their knowledge and understanding of music, through singing, playing instruments, improvising and composing with the song. Finally performing the song, sharing what they have learnt and sharing the progress.*

### **Background information**

*In music children will explore the pulse and rhythm in music, playing games. They will listen and sing back using vocal warm-ups, using their own voices to copy back. Children will get to use a range of instruments in the lessons and put these instruments to the song that they will be focusing on this half term. They will use a glockenspiel along with other percussion instruments.*

### **Knowledge and Understanding**

In this unit pupils will learn...

- To listen and appraise, beginning to recognise the basic style of South African music.
- To be able to find and move to the pulse.
- To be able to listen to the song and discuss the song and what can be heard in it.
- To be able to look for similarities and differences between songs.
- To be able to think about how the song is put together.
- To be able to perform and share a learnt song.
- To be able to compose with the song

### **Key Vocabulary:**

- Voices
- Instruments
- Songs
- African music
- Vocal
- Pulse
- Rhythm
- Glockenspiel
- Percussion
- Improvise
- Compose
- Pitch

### **Enquiry skills and Key concepts**

- To show an understanding of African music.
- To develop the use of correct musical language.
- To develop musical abilities.
- Equip children with the necessary musical knowledge and understanding.

Year 2  
Autumn 1  
R.E

## Beliefs and practices/signs and symbols

### Explanation of unit...

*Children will be exploring the beliefs and practices in Christianity and Islam. They will be looking at the different signs and symbols for Christianity and Islam and what they mean for those religions. They will recognise how and why these signs and symbols express religious meaning, appreciating that there are some similarities between the two religions.*



### Background information



*Christianity and Islam are two different religions. The two different religions have some similarities. Christianity has lots of different signs and symbols, lots of which can be seen in the Christian church. Their main symbol is the cross, the symbol of how Jesus sacrificed himself. Light, water are also two other important symbols of Christianity. Christians go to church to praise God and show their thanks.*

*The main symbol of Islam is the star and crescent symbol which been used for many years just as a symbol for their religion. They also follow a God and have a religious building, some of their signs and symbols differ to those of Christians.*

### Knowledge and Understanding

In this unit pupils will learn...

- Why are the different religious symbols so important in religions.
- What is important about the design of some places of worship.
- Explore symbols from both Christianity and Islam.
- To look at different religious artefacts and identify which group they belong to.
- To understand more about people religions.
- How festivals bring people together?
- Explore stories and celebrations from both Christianity and Islam.
- How Christian and Islamic religions thank and praise God.

### Key Vocabulary:

- Christians
- Islam
- Celebrations
- Signs
- Symbols
- Worship
- God
- Bible
- Quran
- God/ Jesus
- Allah
- Church
- Muslim
- Mosque
- Prayer mats
- Minaret
- Mihrab
- Samaritan
- Islamic
- Christianity
- Eid

### Enquiry skills and Key concepts

- Use evidence to be able to answer questions about the religions being taught.
- Describe the different celebrations that the religions celebrate.
- To give examples of different beliefs and practises, explaining some meaning behind them.
- To be able to give examples of symbols and actions explaining how and why they express religious meaning, noticing some similarities between communities.

Year 2  
Autumn 2019  
Science

## Materials - uses and properties

*In this unit pupils will be exploring the properties of materials and how they are used in different ways. They will be investigating, observing and evaluating. They will be experimenting with different materials to explore the properties they have.*

### Background information

There are lots of different materials, metal, wood, plastic, glass, rock, brick, paper, cardboard, these materials are suitable for lots of different jobs. Some materials have more than one property, increasing its suitability for purpose.

For example glass is transparent, rigid and weatherproof. Some materials can be easily changed with force and others can't be changed easily. Some materials can be changed by squashing, bending, twisting and stretching, this is as a result of their properties.



### Knowledge and Understanding

In this unit pupils will learn...

- Identify uses of some common materials.
- Give a reason why a material is suitable for its job.
- Identify materials that can be easily changed with force and those that can't easily be changed.
- Describe pushes and pulls needed to change a material as big or small.
- Recognise that some materials have more than one property which increases its suitability.
- Identify and compare the suitability of a variety of everyday materials.
- Suggest several reasons why a material may or may not be suitable for a particular purpose.
- Find out how the shapes of a solid object from some materials can be changed by squashing, bending, twisting and stretching.
- To describe changes in shapes as a result of the action of pushes, pulls and twists.
- Explain why plastics cause problems in the oceans.
- Explain the importance of reusing and recycling.
- Begin to describe how scientists have invented new materials.

### Key Vocabulary:

**metal** – coins, cans, cars, table leg.  
**Wood** – matches, floors, bench, shelves.  
**Plastic** – cups, toys, ruler, chair.  
**Glass** – windows, vase, bowl, glasses.  
**rock** – buildings, bridges.  
**Brick** – walls, houses.  
**paper** – tissues, plates, cups, straws.  
**Cardboard** - boxes, toilet rolls.  
**Soft** – smooth to touch.  
**Hard** – solid, firm and rigid, not easily broken.  
**stretchy** – to pull or draw out in length and width.  
**shiny** – reflecting light.  
**dull** – lacking brightness.  
**rough** – uneven or irregular surface.  
**smooth** – even and regular surface.  
**bendy** – soft and flexible.  
**not bendy** – hard and not flexible.  
**absorbent** – able to soak up liquid easily.  
**not absorbent** – not able to soak up liquid easily.

### Enquiry skills and Key concepts

- Use evidence to compare materials and talk about what they have found out and how they found it out.
- To be able to suggest what might happen to a material when it is changed in a certain way.
- Describe what they can see happening to the materials.
- Plan to perform simple tests on different materials to observe what might happen.
- Present findings in simple tables, diagrams, pictograms, sorting circles, bar charts and templates.