



# Parliament – Guy Fawkes

## Year 2

### Autumn 2



#### Parliament

##### Science

Everyday materials

##### History

Significant event (Gunpowder plot)  
and Significant person (Guy  
Fawkes)

##### Art and Design

Artist study, use of colour

##### PE

Gymnastics

##### Music

Ho, Ho, Ho

##### RE

Christianity: Jesus as a gift from  
God

##### Computing

Multimedia: Presenting My  
Information/ E-Safety – Core & My  
News Report

##### PSHE

Celebrating difference

Science

<b>Everyday Materials</b>		<b>Term: 2</b>	<b>Year: 2</b>
<b>Foundations of previous learning:</b> <b>Year 1</b> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Group by difference, similarity or change Select equipment for a task Notice obvious risks	To know what things are made from. To know the properties of different materials To be able to change the shape of materials To know what a solid, liquid and gas are.	Material Wood Metal Plastic Wool Cotton Paper Cork Rock Solid Liquid Gas Waterproof Hard
	<b>Assessment of Skills</b>  Classification Designing experiments (See Phil Watkins Assessment boards)	<b>Assessment of Knowledge</b>  What is this item made from? What are its properties? How can I change the shape of this material? What is a solid? What is a liquid?	Soft Flexible Stretch Bend Twist Squash Shiny Dull Warm Cold Colour More Less Fluid flow

## History

Significant Event (Gunpowder plot) & Person (Guy Fawkes)	Topic: Parliament	Term: Autumn 2	Year: 2
<p><b>Foundations of previous learning:</b>            Know that 1666 was within the Tudor period – and how this relates to the Victorian period studied in Year 1.            Know about the importance of artists and diaries in history and their role in recording information – Samuel Pepys.            Know the changes made after the fire – which even impact on today.            This unit also builds upon the concept of monarchy from Year 1, as well as the broader understanding of ‘London’ from Year 1 Spring 2 and Year 2 Autumn 1.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>To know about events beyond living memory that are significant nationally or globally</p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p><b>Chronological understanding</b>            Uses words and phrases such as recently, before, after, now, later.            Uses past and present when telling others about an event.</p> <p><b>Knowledge and understanding</b>            Uses information to describe the past.            Uses information to describe differences between then and now.            Recounts main events from a significant period in history.            Uses evidence to explain reasons why people in past acted as they did.</p> <p><b>Historical interpretation</b>            Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).            Understands why some people in the past did things.</p> <p><b>Historical enquiry</b>            Looks carefully at pictures or objects to find information about the past.            Asks and answers questions such as: ‘what was it like for a ...?’, ‘what happened in the past?’, ‘how long ago did ... happen?’</p> <p><b>Organisation and communication</b>            Describes objects, people and events.            Writes simple stories and recounts about the past.</p>	<p>To know who Guy Fawkes was and his role in The Gunpowder Plot.            To know the reasons behind the plot.            To know the year that it happened.            To understand the significance of Parliament and why it was targeted.            To understand the importance of the failed attempt of the plot and the impact on modern life.            To understand the importance of Parliament on the structure of the country.            To understand what it means to live in a democratic country.</p>	<p>Guy Fawkes            Gunpowder Plot            1605            Parliament            Democracy            Past            Present            Gunpowder            Barrels            London            King</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can use the words past and present when telling others about an event.</p>	<p>Can you plot the events within the Gunpowder Plot?            Can you explain Guy Fawkes role in the plot?            Can you explain the importance of Parliament?            Can you explain the impact Parliament has on the UK?</p>	

## Art and Design

Artist study (Marianne Mitchell), use of colour		Topic: Parliament	Term: Autumn 2	Year: 2
<b>Foundations of previous learning:</b> Children will have mixed primary colours to create secondary colours and will have shared colour charts to compare variations of the same colour.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught:  To use a range of materials creatively to design and make products To use drawing and painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, describing the differences and similarities and making links to their own work.	Use imagination to form simple images from given starting points or a description. Describe the work of artwork of artists. Collect natural materials to create a temporary collage (an autumn tree/ the school.) Create and experiment with shades of colour and name some of these. Create washes to form backgrounds. Explore the relationship between mood and colour. Look at sculptures and try to recreate them using everyday objects/range of materials. Begin to form own 3D pieces.	To learn about Marianne Mitchell and her work. To understand colour is an attribute of objects that results from the light they reflect. Colour is all around us in nature and the man-made world. To learn to use tone. Understand tone refers to the graduation between light and dark. To know how to make a tone lighter or darker using black and white. To use tone to create atmosphere and mood.	Sketchbook Material Task Artwork Artist Collage Tearing Cutting Layering Effect Shade Primary Secondary Colour Washes	Background Mood Colour Lines Observations Scale Smaller Larger Detail Connected Structure Colour Sculpture marbling
	Assessment of Skills	Assessment of Knowledge		
	Explore the relationship between mood and colour  Create and experiment with shades of colour and name some of these	Can the child use tone to create a mood? Can the child create a darker tone? Can the child create a lighter tone? Can the child use techniques of Marianne Mitchell?		

## Physical Education

Gymnastics	Term: Autumn 2	Year: 2																																				
<p><b>Foundations of previous learning:</b></p> <p><b>Year 1 Gymnastics</b></p> <p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.            Pat, throw, kick, stop and sometimes catch a ball.            Accurately shadow a partner's movements.            Create simple movement patterns, showing awareness of rhythm.            Run a short distance with some control. Jump with both feet from standing.            Throw a projectile in a given direction.            Show control and co-ordination when moving or standing still.            Perform basic sequences, using space safely and recognising simple technical words.            Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required.            Manage the space safely, showing good awareness of each other, mats and apparatus.            Make up and perform simple movement phrases in response to simple tasks.            Link and repeat basic gymnastic actions.            Perform movement phrases with control and accuracy            Know when their body is active and talk about the difference between tension and relaxation.            Carry and place appropriate apparatus safely, with guidance.            Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language            Copy a partner's sequence of movement.            To show their understanding            To perform as an individual and as part of a group.  <i>Assessment: Compose and perform a series of basic actions in gymnastics.</i></p>																																						
Unit Learning																																						
NC Objective - Coverage	Skills and Knowledge	Vocabulary																																				
<p>To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To perform simple movement patterns.</p>	<p>Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling.            Take part in activities and work with others to complete a task.            Perform a range of actions with control and coordination            Repeat accurately sequences of gymnastic actions            Move smoothly from a position of stillness to a traveling movement            Move smoothly and in a controlled way from one position of stillness to another            Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end            Adapt the sequence to include apparatus or a partner.            Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency            Say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool            Recognise and avoid risks when handling and placing apparatus .            Describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control            Choose one aspect of their sequence to improve, and say how to improve it .            To identify and show their understanding.            To perform as an individual and as part of a group.</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Jump</td> <td style="width: 50%;">warm up</td> </tr> <tr> <td>roll</td> <td>cool down</td> </tr> <tr> <td>twist</td> <td>Cartwheel</td> </tr> <tr> <td>balance</td> <td>Handstand</td> </tr> <tr> <td>move</td> <td>Games</td> </tr> <tr> <td>perform</td> <td>Exercise</td> </tr> <tr> <td>skip</td> <td>Challenge</td> </tr> <tr> <td>flexibility</td> <td>Leap</td> </tr> <tr> <td>stretch</td> <td>Mid-air</td> </tr> <tr> <td>tumble</td> <td>Mount</td> </tr> <tr> <td>forward roll</td> <td>Turn</td> </tr> <tr> <td>control</td> <td>Springboard</td> </tr> <tr> <td>sequence</td> <td>Mat</td> </tr> <tr> <td>reflect</td> <td>Technique</td> </tr> <tr> <td>evaluate</td> <td>Discipline</td> </tr> <tr> <td>routine</td> <td>Co-ordination</td> </tr> <tr> <td>fast</td> <td></td> </tr> <tr> <td>slow</td> <td></td> </tr> </table>	Jump	warm up	roll	cool down	twist	Cartwheel	balance	Handstand	move	Games	perform	Exercise	skip	Challenge	flexibility	Leap	stretch	Mid-air	tumble	Mount	forward roll	Turn	control	Springboard	sequence	Mat	reflect	Technique	evaluate	Discipline	routine	Co-ordination	fast		slow	
Jump	warm up																																					
roll	cool down																																					
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reflect	Technique																																					
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fast																																						
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<b>Assessment</b>																																						
	Move smoothly from one action to another in a gymnastics sequence.																																					

## Music

Ho Ho Ho		Year: 2	Autumn 2
<p><b>Foundations of previous learning:</b> Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Performing (singing/playing):</b> To be able to sing songs, speak chants and rhymes. To be able to sing and share them with others. To be able to sing in a variety of different styles. To play a class room instrument in a group/band/ensemble</p> <p>Is able to find the pulse of a piece of music on their own or with the support of others. Is able to copy different rhythms performed by an adult</p> <p><b>Improvising and composing:</b> To explore and create own simple musical responses, melodies and rhythms To be able to continue to create own responses, melodies and rhythms and record in them in some way.</p> <p><b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song. To continue to internalise, understand, feel, know how all the dimensions of music work together.</p>	<p>To begin to recognise the very basic style indicators for different styles of music.</p> <p>To begin to name and recognise common instruments in songs. (Such as drums, piano, guitar).</p> <p>To begin to understanding how music makes them feel</p>	<p>Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap South African Music Record Compose Melodies Rhythm Patterns Festive Music</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I am able to sing simple songs, speak chants and rhymes. I can sing and perform for others. I can sing in a variety of different styles. I can play classroom instruments in a group/band/ensemble</p> <p>I can find the pulse of a piece of music on their own or with the support of others.</p> <p>I can copy different rhythms.</p> <p>I can explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices. I can record my musical responses.</p> <p>I can recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p>I know the basic style indicators for different styles of music I know and understand basic musical language I am beginning to understand how pulse, rhythm and pitch work together.</p> <p>I can verbalise how music makes me feel.</p>	

Religious Education

<b>Topic: Christianity: Christmas – Jesus as a gift from God</b>		<b>Year: 2</b>	<b>Term: Autumn 2</b>
<b>Foundations of previous learning:</b> To have a basic knowledge of the Christmas story To understand why Christians may have gave Jesus a gift			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>Why do Christians believe God gave Jesus to the world?</b> <ul style="list-style-type: none"> <li>To reflect on the Christmas story and the reason for Jesus' birth.</li> </ul>	<b>Thinking about religion and belief</b> Retell religious, spiritual and moral stories Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs <b>Enquiring, investigating and interpreting</b> Recognise that some questions about life are difficult to answer Ask questions about their own and others' feelings and experiences Identify possible meanings for symbols and other forms of religious expression <b>Beliefs and teachings (what people believe)</b> Retell religious stories and identify some religious beliefs and teachings <b>Practices and lifestyles (what people do)</b> Identify some religious practices, and know that some are characteristic of more than one religion <b>Expression and language (How people express themselves)</b> Suggest meanings in religious symbols, language and stories <b>Identity and experience (Making sense of who we are)</b> Respond sensitively to the experiences and feelings of others, including those with a faith <b>Meaning and purpose (Making sense of life)</b> Realise that some questions that cause people to wonder are difficult to answer <b>Values and commitments (Making sense of right and wrong)</b> Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	To understand some of the problems which the world faces. To identify some of the qualities needed by someone aiming to solve world problems. To know that Christians believe God sent Jesus to save/help the world. To know that Christians look forward to Christmas as Jesus' birthday. To understand ways in which Christians prepare/look forward to Christmas. To recall key events within the Christmas story. To know that there is a difference between traditional/commercial advent calendars. To know that Christians believe Jesus held qualities that other people did not, as he was God in human form. To know that Jesus taught people to love and care for one another, which would make the world a better place. To understand that Christians believe that it is their duty to help Jesus in his duties to teach others how to look after each other.	Problem Love Jesus God Important Belief Thought Christian Gift Explain Celebrate Rescue
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can say how I could help to solve a problem by showing love. I can tell you why Christians think God gave Jesus to the world.	I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.	

## Computing

Presenting My Information/ E-Safety – Core & My News Report		Topic: Multimedia	Year: 2	Term: Autumn 2	
<p><b>Foundations of previous learning:</b> Children from Year 1 are be able to...</p> <ul style="list-style-type: none"> <li>• be creative with different technology tools.</li> <li>• can use technology to create and present my ideas.</li> <li>• can use a keyboard or a word bank on my device to enter text.</li> <li>• can save information in a special place and retrieve it again.</li> </ul>					
<b>Unit Learning</b>					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>To 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</p>	<p><b>Computer Science</b> Understand that programs execute by following precise and unambiguous instructions. Understand that objects can be programmed using code to do actions when a key is pressed.</p> <p><b>Information Technology</b> Explain why digital folders are used. Organise, store, manipulate and retrieve data in a range of digital forms. To create a presentation using software packages.</p> <p><b>Digital Literacy</b> Use technology safely and respectfully. Identify where to go for help and support when they have concerns about content or contact on the internet. Understand that information left online leaves a digital foot print</p> <p><b>Logging in</b> Use personal log in for online resources</p> <p><b>Basic use of devices</b> Open Apps and software Save and Open files and images. Insert images within apps and software</p> <p><b>Research</b> Use simple children's search engine eg Kiddle</p> <p><b>Keyboard</b> Use keyboard to enter text (index fingers left and right hand). Know when and how to use the RETURN/ENTER key. Use SHIFT and CAPS LOCK to enter capital letters. Use DELETE and BACKSPACE buttons to correct text.</p>	<p><b>Presenting Information</b> Be able to create a story, adding pages and pictures to go with their story. To use simple animations for pictures. To use 2publish to create pages with pictures and sentences. Be able to edit – font size, colour and style To use presentational features – paragraph, label, title To word process short narratives Be able to save, print, retrieve and amend work Use to mouse or arrow keys to insert words and sentences To use different templates and layouts for specific purposes</p> <p><b>E-Safety</b> To tell a trusted adult when something worrying or unexpected happens when you am using a device To agree and use sensible rules to keep me safe when you use technology To know that not all information online is true To understand why it is important to be kind and polite online and in real life To know it is important before you use a device, you talk to a trust adult about how you will keep yourself safe</p>	<p>Graphic Multi-media Computer Mouse Template Font Colour Style Keyboard 2publish Program Save Edit Amend Retrieve Alignment Bold Copy Cursor Delete Desktop publishing Enter Highlight Select Indent Retrieval Backspace Clipart Copy Delete Enter Save Select Shift Software</p>	<p>Landscape Portrait Paste Page setup Line spacing Print Text Thesaurus Word wrap Presentation Storyboard Links Buttons Acceptable use policy Copyright Firewall Hardware Monitor Keyboard Mouse Network Online safety Password Printer Video Animate / Animation Sound Space bar Video / Film App Folder Image Insert Keyboard Open Photo(graph) Print Right click</p>	
	<b>Assessment of Skills/Assessment of Knowledge</b>				
		<p><b>Presenting Information</b> <b>Can you word process a short narrative or non-narrative text?</b> Can you edit using different presentational features (font size, colour and style)? Can you print, save, retrieve and amend your work? Can you use the mouse and arrow keys to insert words and sentences? <b>Can you use editing tools to improve your work?</b> Can you use graphics, video and sound to enhance your work? Can you choose a layout/template to fit the purpose?</p> <p><b>E-Safety</b> Can you think of something you see in a game or online is true? Can you explain what you would do if something worried you? Can you explain the consequences of being unkind online?</p> <p>Can you explain what you will do if you are sent an unkind picture of someone else?</p>			



Celebrating difference		Jigsaw	Year: 2	Term: Autumn 2
<b>Foundations of previous learning:</b> Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique				
<b>Unit Learning</b>				
Themes (Puzzle pieces)	Outcomes	Vocabulary		
Boys and girls Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends.	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand some ways in which boys and girls are similar and feel good about this I understand that bullying is sometimes about difference I can tell you how someone who is bullied feels I can be kind to children who are bullied I can recognise what is right and wrong and know how to look after myself I know when and how to stand up for myself and others I know how to get help if I am being bullied I know some ways to make new friends I know how it feels to be a friend and have a friend I can tell you some ways I am different from my friends I understand these differences make us all special and unique	Stereotypes Similarities Differences Assumptions Stereotypes Purpose Sad Lonely Help Stand up for Value Bully Bullied Accept Kind Right Wrong Friend Special Unique		
	Assessment			
	I can identify some ways in which my friend is different from me  I can tell you why I value this difference about him/her			