

Autumn Term 1 Small Steps Sequence

Year Two

‘Together we can
make a difference’



St Marys CE Primary

Our Value— Generosity

‘God loves a cheerful giver.’ 2 Cornithians 9:7

Science

Animals Including Humans

Prior learning

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Vocabulary for learning

Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)

Small step progression

Describe the basic needs of animals and humans for survival

Describe the importance of eating the right amounts of different food types

Recognise the importance of a balanced meal.

Design a healthy meal

Describe the importance of exercise.

Outcome

Children to recognise that air, food and water are basic needs for survival for humans and animals

Children to explain what should be included in a healthy, balanced diet and what should be limited.

Geography/History

What is so special about Cornwall's past?

Prior learning

I can name where I live and explain that our school is in Penzance.

I know that Penzance is in Cornwall.

Vocabulary for learning

Past, present, century, Cornovii, emigration, mining, shipwreck, tin, before living memory, timeline, eye-witness, similarities, differences,

Small step progression

Locate Cornwall on a map of he UK

Recount the main events in the wreck of HMS Anson.

Identify Henry Trengrouse and talk about what he did in the past.

Place the key events of Henry Trengrouse's life on a timeline

Write a diary recount based on eye-witness accounts of the sinking of HMS Anson.

Explain how the geography of Cornwall makes it unique.

Outcome

Children can talk about Henry Trengrouse and the wreck of HMS Anson and identify the human and physical geography which makes Cornwall unique.

RE

Who made the world?

Prior learning

The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it.

Vocabulary for learning

Creation, Creator, Bible, Genesis, humans, unique, relationship, Harvest, Sustainer.

Small step progression

Retell the story of creation from Genesis 1:1–2.3 simply.

Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.

Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation.

Think, talk and ask questions about living in an amazing world.

Outcome

Children will know that God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.

PSHE

Me & My Relationships

Prior learning

Different types of feelings and how to be a good friend.

Vocabulary for learning

Friendly repeated friendship

Small step progression

Suggest actions that will contribute positively to the life of the classroom.

Recognise that people have different ways of expressing their feelings

Identify different ways to respond to the feelings of others.

Recognise a healthy friendship and its qualities.

Recognise the differences between bullying, unkind behaviour or teasing.

Learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.

Outcome

Children can express their feelings

Computing

Computing systems and networks

Prior learning

The children will know how technology can help us. They will know how to perform simple functions on a keyboard and mouse, and consider how to use technology responsibly.

Vocabulary for learning

Information technology, computer, device, bar-code, scanner, communication, entertainment, appliances, signal, E-safety

Small step progression

Recognise the uses and features of information technology

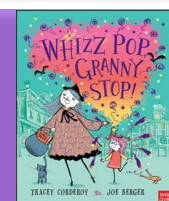
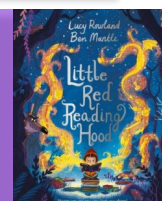
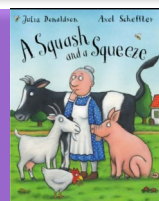
Identify the uses of information technology in the school

Identify information technology beyond school

Outcome

Children can identify the major parts of digital devices and can identify technology in the school, home and beyond.

Books linked to our learning



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Art/DT

Mechanisms—Wheels and Axels

Prior learning

In Year 1 the children explored sliders and levers and used them to produce their own book

Vocabulary for learning

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

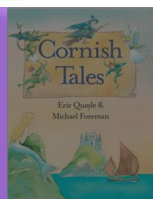
Small step progression

Explore wheel mechanisms and design a wheel
Select appropriate materials
Build and test a moving wheel
Make and evaluate a structure with a rotating wheel.

Outcome

The children will design and build a stable structure with rotating wheel, testing and adapting as necessary.

Books linked to our learning



Music

HANDS, FEET, HEART

Prior learning

The children recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Vocabulary for learning

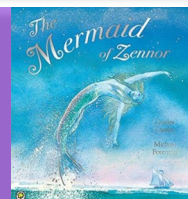
Keyboard, drums, bass electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, perform, compose, audience, question and answer, melody, dynamics, tempo

Small step progression

Sing the song, ‘hands, feet, heart’
Sing the song and play instrumental parts within it
Sing the song and improvise using voices within the song
Sing the song and improvise using instruments within the song
Sing the song and perform composition(s) within the song
Sing and perform compositions for a class performance

Outcome

The children become more familiar with South African songs and becoming more confident in singing together.



PE Locomotion: Dodging

The children will develop knowledge of how, when and why we dodge.

Prior learning

The children will know the importance of changing speed for a game situation and how to run into a space in a game scenario.

Vocabulary for learning

Attacker, defender, space, dodge, tagging, tag

Small step progression

Explore different ways of moving our bodies to dodge a ball.
Develop dodging techniques in small games, knowing why we dodge in games.
Apply knowledge and skills of dodging to roles of attacking and defending.
Apply knowledge and skills of dodging to team games.
Develop knowledge of when and why we dodge in games.

Outcome

The children will complete a small games festival with their peers, applying their knowledge and skills of dodging.



PE Health and Wellbeing

In this unit, the children will understand how motivation can enhance performance.

Prior learning

The children will know what balance, coordination and balance means and why we need to move to keep active. They will have participated in activities to improve these skills.

Vocabulary for learning

Attacker, defender, agility, balance, coordination, dribbling, warm up

Small step progression

Consolidate understanding of agility in sport and ways to move different speeds.
Develop ways of balancing of apparatus and understand which sports require balance.
Introduce feet-eye coordination and how this helps develop dribbling skills.
Develop agility skills and knowledge with a circuit.
Perform a circuit with a partner understanding how motivation can help enhance performance.

Outcome

The children will complete a circuit modelling their understanding of taught skills, knowing that motivation can help improve their performance in games.

