

Autumn Term 2 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 can we learn from the Great Fire of London?

Prior learning

Penzance is a town in England and London is the capital of England.

Vocabulary for learning

century, eye-witness, past, present, timeline, bakery, century, diary, fire-break, St Paul’s Cathedral

Small step progression

identify differences between life in 1666 and modern-day London

compare 17th century way of life to the present day.

Roleplay and sequence events of the Great Fire of London using knowledge of past fire-fighting techniques.

Identify different ways in which the past is represented.

Explain how London changed after the great fire.

Outcome

I can recount the events of the Great Fire of London, describing objects, people and events using the words past and present.

RE

Who is Muslim and how do they live?

Prior learning

This unit is the children’s first sustained encounter with Muslims.

Vocabulary for learning

Muslims, Shahadah, Allah, Prophet, Tawhid, Iman, Muhammad, ibadah, salah, five pillars,

Small step progression

Recognise the words of the Shahadah and that it is very important for Muslims

Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean .

Give examples of how stories about the Prophet show what Muslims believe about Muhammad.

Outcome

Children can talk about how Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. They can talk about three important things Muslims believe about God/Allah, using the Shahadah and some of the 99 Names of Allah.

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

To explain how information technology helps us

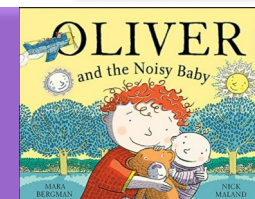
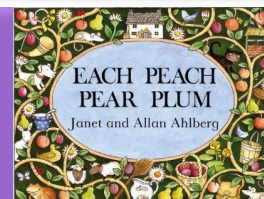
To explain how to use information technology safely

To recognize that choices are made when using information technology

Outcome

Children can create rules for using technology safely and responsibly.

Books linked to our learning



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Art

Explore and Draw

Prior learning

Introduction to the idea that we can find inspiration from the things around us. That we can use things around us as subject matter and as materials.

Vocabulary for learning

Explore, collect, ReSee, tone, wax resist, graphite, watercolour, brush, pencil, mark, photograph, focus, shade, pattern. Retrieval vocab: Mark making, line, pressure, colour, shape, light

Small step progression

Explain that artists find inspiration for artwork from their environment.

Explore the environment and collect things that inspire me.

Explore different drawing exercises to record the things we have collected.

Use a range of materials to create lots of varied mark making drawings of natural objects around me.

Display the work made through the half term and reflect on the outcomes.

Outcome

The children can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in observational drawings.

Music

HO HO HO

Prior learning

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

Vocabulary for learning

keyboard, base, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo

Small step progression

Sing the song, ‘Ho ho ho’

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

Outcome

The children can create a performance using music and dance.

PE Dance

In this unit, the children will create motifs for different elements choreography.

Prior learning

The children know how to create a variety of big and small body movements and how to put movements together to create a sequence. They started to move to music.

Vocabulary for learning

Champion dancers, control, rhythm, expression, emotion, choreography, unison, motif

Small step progression

Develop controlled movements with their bodies that show expression.

Add a range of body movements together to represent sweets.

Develop an expression and emotion to create a motif for a character in their dance.

Create a sequence of movements that flow to tell a story.

Create sequences with a partner that represent character emotions.

Outcome

The children will create dance movements for a brand new sweet, conveying emotions when tasting it for the first time.

PE Ball skills: Hands

In this unit, the children will combine dribbling and passing to keep possession.

Prior learning

The children know why we need to keep our head up when we are dribbling and how to use different power to pass a ball accurately. They have started to avoid defenders.

Vocabulary for learning

Attacker, defender, opponent, team, dribbling, chest pass

Small step progression

Develop dribbling skills to keep possession of the ball.

Develop passing and receiving skills to keep possession of the ball.

Combine dribbling with passing and receiving.

Develop dribbling in games to score a point.

Develop passing and receiving in games to score a point.

Outcome

The children will demonstrate their understanding of keeping possession in a small competition with their peers.

Books linked to our learning

