

## Year 2 Curriculum – Autumn Term

<b>Religious Education 1</b> <b>Hinduism Diwali</b> <b>Key questions</b> <i>What do stories at Diwali explain about God?</i> What understanding do Hindus have about God? · What is the role of a Hindu temple in a Hindu's life? · What does this look like in our world today-compare to own life? <b>Vocabulary:</b> Diwali, Mandir, belief, Hindu, Respect, Puja, temple, shrine, Aarti, Puja, God represented through different forms		<b>History</b> <b>The Great Fire of London</b> <b>Key Questions</b> · <i>How did the Great Fire of London impact upon a community and its landscape? What were the causes and consequences of the fire? What are the similarities and differences between London then and now?</i> Where is The Great Fire of London placed on the global class timeline? · What caused the fire? · How was the fire put out? · How long did it last? · Why did it take so long to put the fire out? · Were there any fire engines? · How did the city of London look then vs now and how do we know? · Why did the Fire spread so quickly? · What was the most important reason for why the Great fire of London was so destructive? · What has the impact been on our rescue services? · What has changed as a result of the fire? <b>Vocabulary:</b> king, landscape, cause, consequences, king Samuel Pepys, landscape, cause and consequence, chronology, change, discovery, disaster, causation, international, sources, significance		<b>Religious Education 2</b> <b>Hinduism Worship</b> <b>Key questions</b> <i>How do Hindus pray at home and in the Temple?</i> What is the importance of families in Hinduism? · Why are honesty and truthfulness important in Hinduism? · What does this look like in our world today-compare to own life?  <b>Vocabulary:</b> Love, loyalty, worship, shrine, Namaste, Mandir, Priest, divine, Prashad, blessed, greeting	
<b>Computing</b> <b>Digital Literacy</b> <b>Key questions:</b> Will these algorithms successfully perform the task? Why is debugging important/essential? What is a program?  <b>Vocabulary:</b> algorithm program programmable debugging sequence		<b>Geography</b> <b>Continents and Oceans</b> <b>Key Questions:</b> What are the 7 continents and 5 oceans?  <b>Vocabulary:</b> Antarctic Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Africa, Antarctica, Asia, Australia, Europe, North America, South America Continent, Country, Ocean, Sea, United Kingdom		<b>Physical Education</b> <b>REAL PE Personal Skills</b> <b>Key Questions:</b> <i>How can I follow instructions and practise safely? How can I work on simple tasks independently?</i> <b>Key Vocabulary:</b> coordination, static balance, footwork	<b>Physical Education</b> <b>REAL PE Social Skills</b> <b>Key Questions:</b> <i>How can I take turns and share? How can I work sensibly with others?</i> How can I encourage others? <b>Vocabulary:</b> dynamic balance, agility, jumping, landing, static balance
<b>RHE 1</b> <b>Positive relationships at school:</b> Key question: What makes a good friend?	<b>RHE 2</b> <b>Relationships:</b> Key question: What is bullying?	<b>Science 1</b> <b>Materials and their suitability for different purposes</b> <b>Key Questions:</b> <i>What if there was no plastic?</i> What if all materials were rigid? What would happen if school banned paper? Why do we need metal? Why do some materials change? <b>Vocabulary:</b> rigid, flexible, reflective, transparent, opaque, translucent, push, pull, twist, squash  <b>Scientific working procedural knowledge:</b> Observe, Compare, Sort and Organise, Predict, Experiment, Conclude		<b>Science 2</b> <b>Animals Including Humans</b> <b>Key Questions:</b> What are the different stages of life? <i>What do animals including humans need to stay alive?</i> What is offspring?  <b>Vocabulary:</b> Offspring, survival, babies, adult  <b>Scientific working procedural knowledge:</b> Observe, Compare, Sort and Organise,	
<b>Music</b> <b>Composition and Improvisation:</b> <b>Key questions:</b> What is an ostinato? What is pitch? What pitch would you use for..? What does composition mean? <b>Vocabulary:</b> Motif, ostinato, melody, pitch, composition, piano, forte, fortissimo. <b>Christmas Performance:</b> <b>Key questions:</b> What makes a good performance? What is your body language telling me? What did you enjoy about the groups performance? How can I improve my performance? <b>Vocabulary:</b> Tempo, dynamics, posture, expression.		<b>MFL</b> <b>Spanish 1: Greetings/ Classroom Commands</b> <b>Key Questions:</b> How can we greet one another in Spanish? How can we listen to and say instructions in Spanish?  <b>Key Vocabulary:</b> hola, buenos dias, buenas tardes, buenas noches, adios, escuchad, sentaos, levantaos, escribid, abrid la puerta, cerrad la puerta		<b>MFL</b> <b>Spanish 2: Numbers</b> <b>Key Questions</b> What are the numbers 1-20 in Spanish? How can we add and subtract with Spanish vocabulary? <b>Key Vocabulary:</b> uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, mas, menos, son	
<b>Art 1</b> <b>Rainforest Collage</b> <b>Artist:</b> Henri Rousseau  <b>Key Questions:</b> How is drawing with oil pastel different to drawing with pencil? What effects can you create with oil pastel? Which material would be good to use for rainforest plants? How could we attach this material? <b>Vocabulary:</b> collage, oil pastel, observation, line, collage, pattern  <b>Texture and collage</b> -Arrange and glue materials to different backgrounds <b>Drawing</b> -Close observational drawing using a range of media		<b>Art 2</b> <b>Great Fire of London</b> <b>Artist:</b> Jan Griffier  <b>Key Questions:</b> How is drawing with chalk pastel different to drawing with pencil? What effects can you create with chalk pastel? Which material would be good to use for houses? How could we attach this material? <b>Vocabulary:</b> chalk pastel, blending, primary colour, secondary colours, Secondary colour mixing spectrum, tone: light/dark observation line, silhouette <b>Texture and collage</b> -Arrange and glue materials to different backgrounds <b>Drawing</b> -Close observational drawing using a range of media			

