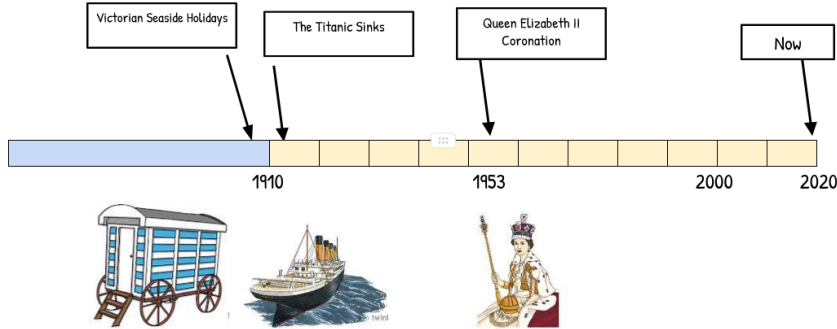




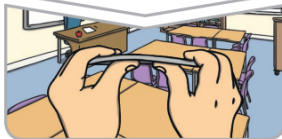




















Year: Two		Term: Autumn	Teaching focus: History- Significant Event- The Titanic
Prior learning :		Prior vocabulary:	
In Year One children learnt about the significant individual Queen Elizabeth II and ordered events from her life in Chronological order. Children have learnt about the Victorians and how they visited the seaside		Victorian - A time when Queen Victoria was on the throne	
		Chronology - Putting thing in order that they happened	
New key vocabulary:		Images/Pictures/Diagrams/Maps:	
Events	Things that happen		
Ocean Liner	A very large ship that can transport hundreds of people.		
Voyage	A long trip taken on a boat		
Disaster	When something terrible happens		
Passenger	Someone who travelled on the ship		
Survivor	Someone who survived		
Key Knowledge		Key Skills:	
1.	The Titanic was a large passenger ship that sank in 1912. This was after the Victorian times.		
2.	The Titanic was an ' Unsinkable ship ' which set sail in April 1912. Four days into the voyage it hit an iceberg. It sank quickly with many people still on board.		
3.	More than 1500 people did not survive. The seas were freezing cold and people could not survive in the extreme conditions. There were only 20 lifeboats for the whole ship. 705 people survived		
4.	There were three classes of people on the Titanic and they all stayed in different conditions on the ship.		
5.	Some groups of people were more likely to survive than others such as women and children, rich people and those that listened to orders		
6	We know about the events from these times from artefacts found, eyewitness accounts and photos from the period of time.		

Year: 2		Term: Autumn		Teaching focus: Geography-Cheshire Life	
Prior learning :				Prior vocabulary:	
Children have learnt about the UK in Year 1,Children have an understanding about the locality around school, knowing Wimboldsley is in England. They can name and locate the countries in the UK and the corresponding Capital Cities. They have also located the main seas around the UK. They have used maps, atlases and globes to find out about the UK.				England	Country in the UK where Wimboldsley is located
				Human/Physical	Natural and made features
New key vocabulary (taken from Subject teams documentation):				Images/Pictures/Diagrams/Maps:	
County	An area within a country, containing towns, villages and cities			<p>Get to know Cheshire</p> 	
Cheshire	A county in England where Wimboldsley is located				
Chester	Is the main city of Cheshire.				
Town	An area where humans live with houses, shops and services				
Village	Smaller places where humans live with less services				
City	A large area where humans live, with a wide range of services and shops				
Key Knowledge (in teaching order with corresponding subject specific skills)				Key Skills:	
1.	Cheshire is a county in England where Wimboldsley is located. A county is an area of a country with different sized places in it.				
2.	Chester is the main city in Cheshire, there are towns such as Middlewich, Sandbach and Crewe and villages such as Wimboldsley				
3.	Human and Physical landmarks in Cheshire can be identified on Maps, Aerial images and plan perspectives				
4.	Famous human and physical landmarks in Cheshire are Ice Cream Farm, Jodrell Bank, Chester Zoo, Delamere Forest, Beeston Castle				
5	Places can be represented on a simple map using symbols in a key				

Year: 2		Term: Autumn 1		Teaching focus: Science- Everyday Materials	
Prior learning :			Prior vocabulary:		
<p>In year 1, the children explored different materials objects are made from. Children organised objects into different categories including wood, plastic, metal, paper, glass and rock. The children looked at whether they could look through the material, transparent, or couldn't look through it, opaque. The children were able to describe what the different materials felt like and whether they are waterproof or not. The children decided what would be the best material to use for making a raincoat. The children also looked at what materials they can use to keep water warm.</p>			material	Materials are what objects are made from.	
			object	A thing that can be used e.g. a chair, table, car are all objects	
			properties	This is what a material is like and how it behaves	
			sorting	This is when we put materials in groups of their properties.	
New key vocabulary (taken from Subject teams documentation):			Images/Pictures/Diagrams/Maps:		
waterproof	Something that keeps water out is waterproof.		<div><div><p>Squash an object by pushing both hands together.</p></div><div><p>Bend an object by grabbing both ends of the object and bringing the ends inwards together.</p></div><div><p>Twist an object by turning your hands in opposite directions.</p></div><div><p>Stretch an object by pulling your hands slowly and gently apart.</p></div></div>		
absorbent	Different types of materials which can soak up liquid.				
flexible	Easily bent without breaking.				
solid	An object that keeps its size and shape.				
elastic	able to stretch easily without breaking and then return to their shape.				
opaque	An object you cannot see through.				
transparent	An object you can see all the way through.				
Key Knowledge (in teaching order with corresponding subject specific skills)			Key Skills:		Enquiry Type:
1.	We use different materials for different objects depending on the purpose.		<div><div>Asking questions</div><div>Asking questions that can be answered using a scientific enquiry.</div><div></div></div>		

2.	Materials are used for more than one thing (e.g. metal can be used for coins, cans, cars and table legs.	<p>Recording data Using tables, drawings and other means to note observations and measurements.</p> <p>Interpreting and communicating results Using information from the data to say what you found out.</p>	 
3.	We can bend, stretch, twist and squash objects to change their shapes.	<p>Making predictions Using prior knowledge to suggest what will happen in an enquiry.</p> <p>Observing and measuring Using senses and measuring equipment to make observations about the enquiry.</p>	
4.	Different materials can be used to make the same object. For example, we can use plastic and metal to make a watering can. Different materials are more suited for a certain object than others.	<p>Setting up tests Deciding on the method and equipment to use to carry out an enquiry.</p> <p>Observing and measuring Using senses and measuring equipment to make observations about the enquiry.</p>	 
5.	We recycle old objects to create new objects. This helps us to be more sustainable and to take care of our planet.	<p>Asking questions Asking questions that can be answered using a scientific enquiry.</p> <p>Evaluating Reflecting on the success of the enquiry approach and identifying further questions for enquiry.</p>	

Year: 2 Term: Autumn		Teaching focus: Art -Drawing- Franz Marc	
Prior learning :		Prior vocabulary:	
Previously, the children have looked at using charcoal and pencil to create thick and thin lines. The children have looked at the scales of objects they can see when creating observational drawings of landscapes inspired by John Constable. The children are aware of warm and cool colours and how these can be used to create an effect or feeling in a piece of art. The children have begun to develop their control when drawing and using different types of lines such as zig-zag, wavey and straight.		line	a long, narrow mark or band
		scale	the overall physical size of an artwork or objects in the artwork
		pencil	A drawing utensil
New key vocabulary:		Images/Pictures/Diagrams/Maps:	
mark	a line, figure, or symbol made as an indication or record of something	 	
sketching	make a rough drawing		
contour	an outline representing or bounding the shape or form of something		
blend	mix a material with another substance so that they combine together		
tone	lightness or darkness of a colour		
Key Knowledge (in teaching order with corresponding subject specific skills)		Key Skills:	
1.	Different materials (chalk, charcoal, oil pastels, etc) create different types of lines	     	
2.	Depending where we hold a pencil when sketching affects the type of sketching lines created. We can change the position of the pencil based on what we are drawing.		
3.	We can draw from observations. We can make lines that create contours and outlines of shapes.		
4.	We can create and blend different tones and gradients by changing pressure. (light, mid, dark)		
5.	Directional shading is moving the pencil back and forth using the contour line.		

Year: Year 2 Term: Autumn 1 Teaching focus: Music - West African Call and Response Songs		
Prior learning :		Prior vocabulary:
<p>Children have previously looked at body percussion and can use simple call and response to repeat a simple rhythm. Children have experience of using a pulse to keep their beat. Pop music usually has a strong pulse which means it is easy to dance 'in time' with the music. It often has a simple melody that is easy to sing along to. Different instruments have different 'timbres'. In 'Peter and the Wolf', the animals are represented by instruments with different timbres.</p> <p>In this unit we learn about a feature of some African music called 'call and response'. This is when the leader sings or plays something and others sing or play something back to the leader.</p>		<p>pulse The heartbeat of the music. Sometimes called the 'beat'.</p>
		<p>In time Clapping, dancing, singing or marching at the same speed as the music.</p>
		<p>Body percussion You can use your body as an instrument to play in time with the music too.</p>
		<p>instrument A device or tool used to make music.</p>
New key vocabulary (taken from Subject teams documentation):		Images/Pictures/Diagrams/Maps:
timbre	The quality of sound e.g. smooth, scratchy, twinkly	<div> Instruments <div> Tuned Percussion <p>Instruments which are played by shaking, tapping or scraping with your hand or a beater.</p> <div> <p>Tapping foot</p> <p>Clapping</p> <p>Clicking fingers</p> </div> </div> <div> Untuned percussion <p>Percussion instruments you cannot play a tune on.</p> <div> <p>Bongo drums</p> <p>Djembe drums</p> <p>Belafan with Maracas</p> </div> </div> </div>
tempo	The speed of the music (fast or slow).	
rhythm	A pattern of long and short notes.	
dynamics	The volume of the music (loud or quiet).	
call and response	When the leader sings or plays a part, and others sing or play it back.	
structure	How the music is organised into different sections.	
notation	How the music is written down.	
Key Knowledge (in teaching order with corresponding subject specific skills)		Key Skills:
1.	To know that dynamics can change the effect a sound has on the audience.	<p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p>
2.	To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	<p>Beginning to use musical vocabulary to describe music.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>
3.	To understand that structure means the organisation of sounds within music,	<p>Selecting and creating longer sequences of appropriate sounds with</p>

	e.g. a chorus and verse pattern in a song.	<p>voices or instruments to represent a given idea or character.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p>
4.	To understand that the tempo of a musical phrase can be changed to achieve a different effect.	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p>
5.	To understand that an instrument can be matched to an animal noise based on its timbre.	<p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>