

Autumn Term 2

TOPIC	Victorians	Driver subject(s)	History	
Values (s)	Ambition, Independence, bravery			
Learning Links	<p>Past – Queen Victoria, life for a poor child and Dr Barnardo, Florence Nightingale and Mary Seacole</p> <p>Present – Life now for children, Queen Elizabeth, nursing and hospitals today</p> <p>Future – What medical breakthroughs may we encounter? What will modern life look like ie homes and transport</p>	Global Themes	Aspiration Citizenship	
Opening Wow /Immersive classroom	Immersive classroom – London Street.	End of topic showcase	Double page spread	
Trips/Visitors	Trip to Northampton Museum – linked to last topic but will study Victorian artefacts whilst there.			
What do the children want to learn?	<p>Who was in charge of the country at that time?</p> <p>How did the children live?</p> <p>What was the same and what is different about life in Victorian times and now?</p>			
English Text Inc. Genre/Text Type	Humanities (Geography & History)	Creative (Art/DT/Music/Computing/PE)	Science	RE/PSHE/RSE
	<p><u>Geography</u> NO Geography this term but make reference to learning about the UK from the previous term.</p> <p><u>History</u> Describe memories and changes that have happened in their own lives (compare their own lives to that of Victorians)</p> <p>Order artefacts, events and dates from the Victorian period from earliest to latest on simple timelines</p> <p>Use words and phrases such as: old, oldest, new, newest, earliest, latest, past, present, future, century, modern, before, after to show the passing of time.</p>	<p><u>ART Not this Term</u></p> <p><u>COMPUTING</u> <u>Computing</u> <u>Online safety</u> see where technology is used at school such as in the office or canteen. (2.2)</p> <ul style="list-style-type: none"> know the consequences of not searching online safely. (2.2, 2.5) report unkind behaviour and things that upset me online, to a trusted adult. (2.2) share work and communicate electronically – for example using 2Email (2.2) find information I need using a search engine. (2.5) <p><u>DT- Christmas stockings</u> <u>Knowledge</u></p>	<p><u>Working Scientifically</u> <u>Animals and their needs (animals including humans)</u> know that animals grow in different ways know that mammals have live young but other animals do not describe how humans grow describe the basic needs of animals – food, air, warmth state some ways in which humans stay healthy know that eating a good diet is helps us stay healthy know that foods can be sorted into groups state the basic foods that are needed for a healthy diet and those foods that should be eaten in moderation Know how humans stay healthy – hygiene, exercise and rest observe the difference in growth of the animals since the previous week</p>	<p><u>RE SACRE</u> <u>Christianity</u> Why do Christians believe God gave Jesus to the world?</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Revisit understanding of the Christmas story in order to reflect on the reasons for Jesus's birth. <p><u>Skills</u></p> <ul style="list-style-type: none"> Reflect on the reasons for Jesus's birth. Show critical awareness of how religious stories may influence Christian behaviour towards the world. <p><u>PSHCE</u> <u>Economic Wellbeing</u> <u>Knowledge (Financial Capability)</u> Where does money come from and where does it go when we 'use it'? How might I get money and what can I do with it?</p>

	<p>Begin to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Begin to compare two versions of a past event from Queen Victoria's reign.</p> <p>Observe or handle evidence to ask simple questions about key features related to <i>Queen Victoria, Victorian life, Florence Nightingale, Mary Seacole and some famous inventors-eg Alexander Graham Bell</i> on the basis of simple observations.</p> <p>Choose and select evidence and say how it can be used to find out about <i>Queen Victoria, Victorian life, Florence Nightingale, Mary Seacole and some famous inventors-eg Alexander Graham Bell</i>.</p> <p>Talk, write and draw about <i>Queen Victoria, Victorian life, Florence Nightingale, Mary Seacole and some famous inventors-eg Alexander Graham Bell</i> on</p> <p>Use historical vocabulary to retell simple stories about <i>Queen Victoria, Victorian life, Florence Nightingale, Mary Seacole and some famous inventors-eg Alexander Graham Bell</i> on</p> <p>Use drama/role play to communicate their knowledge <i>Queen Victoria, Victorian life, Florence Nightingale, Mary Seacole and some famous inventors-eg Alexander Graham Bell</i> on</p> <p>Describe memories and changes that have happened in their own lives</p> <p>Know what we use today instead of a number of older given artefacts</p> <p>Know that children's lives today are different to when their grandparents were alive.</p>	<p>I know how to create designs using pictures, diagrams, models, mock-ups, words and ICT.</p> <p>I can explain how to use a needle safely.</p> <p>I can talk about my design ideas and what I am making.</p> <p>I can describe different features of the materials I am using.</p> <p><u>Skills:</u></p> <p>I can design a product for myself and others, following design criteria.</p> <p>I can work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</p> <p>I can select from a range of materials, textiles and components according to their characteristics.</p> <p>I can demonstrate how to cut, shape and join fabric to make a simple product.</p> <p>I can manipulate fabrics in simple ways to create the desired effect.</p> <p>I can use a basic running stitch.</p> <p>I can explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations.</p> <p>While working, I can start to identify strengths and possible changes I might make to refine my existing design.</p> <p><u>Vocabulary:</u></p> <p>joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish</p> <p>PE</p> <p><u>Knowledge</u></p> <p>I can confidently perform in front of others</p> <p>I can select movements that show a clear understanding of the theme/story/idea of the dance</p> <p><u>Skills</u></p> <p>Explore and use basic choreography, including levels, speed changes, unison and canon</p>	<p><u>Yr 2 Animals and their needs (animals including humans)</u></p> <p>take a first look at animals to be observed (tadpoles, chicks, butterfly etc.)</p> <p>observe the difference in growth of the animals since the previous week</p> <p>observe the difference in growth of the animals since the previous week</p> <p>design a healthy diet</p> <p>observe the difference in growth of the animals since the previous week</p> <p>Collate observations of animals into a single</p> <p><u>Working Scientifically</u></p> <p>I know how to carry out simple tests.</p> <p>I know how to use simple equipment to make observations.</p> <p>I know how to ask simple scientific questions.</p> <p>I know how to explain to others what I have found out.</p>	<p>How do we pay for things?</p> <p>What does it mean to have more or less money than you need?</p> <p>How do I feel about money?</p> <p>How do my choices affect me, my family, and others?</p> <p>What is a charity?</p> <p><u>Skills</u></p> <p>I can use money appropriately.</p> <p>I can use money to pay for things.</p> <p>I can plan simple spending.</p> <p><u>Key Vocabulary</u></p> <p>Money, saving, buy, borrowing, manage, afford, budgeting, spending, charity, poverty</p> <p><u>RSE Taught through PSHCE</u></p>
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	<p>Know about an event or events that happened long ago, even before their grandparents were born</p> <p>Know about a famous person from inside or outside the UK and explain why they are famous: Queen Victoria, Florence Nightingale, Mary Seacole, Dr Barnado</p> <p>Differentiate between things that were here 100 years ago* and things that were not (including buildings, tools, toys, etc.)</p> <p>*Victorian times ended in 1901 - 120+ years ago, however LO still relevant.</p> <p>Know how the local area is different to the way it used to be in Victorian times.</p> <p>Crimean War, nurse, soldier, battle, Mary Seacole, Florence Nightingale, Queen Victoria, DR Barnardo, Britain, Jamaica ship, prejudice, wounds, hospital, lamp, Red Cross injured, charity, school, learning, compulsory, abacus, cane, education act, Sunday school, blackboard, chalk, ragged schools, parliament, government, industrial revolution, pauper, Queen Victoria, sovereign</p>	<p>Move with imagination responding to the music</p> <p>Plan a dance to have a beginning, middle and end</p> <p>Show good timing with the music</p> <p>Begin to use formations in a dance</p> <p>Create a short, simple dance with a partner</p> <p>Attempt to work as part of a group to perform a dance.</p> <p><u>Vocabulary:</u></p> <p>Dance, twist, turn, rhythm, step, beat, music, stretch, feet, curl, high, low, fast, slow, direction, huddle, group, mood, feeling, musicality, respond, galloping, flying, jumping.</p> <p>EXPLORING MUSIC <u>Week 1 and possibly 2</u> <u>Famous Victorians: 'Hurrah, the 19th Century!' (vocal) - BBC Teach</u> <u>Charanga – HO HO HO</u></p> <p>A song with rapping and improvising for Christmas.</p> <p>To know five songs of by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style.</p> <p>To know that music has a steady pulse, like a heartbeat.</p> <ul style="list-style-type: none"> ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments. <p>To confidently know and sing five songs from memory.</p> <ul style="list-style-type: none"> ● To know that unison is everyone singing at the same time. ● Songs include other ways of using the voice e.g. rapping (spoken word). ● To know why we need to warm up our voices. <p>Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class.</p>		
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Year Group Topic Curriculum Map 2023-24 **Year Two**

		<p>Improvisation is making up your own tunes on the spot.</p> <ul style="list-style-type: none">● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.● Everyone can improvise, and you can use one or two notes. <p>Composing is like writing a story with music. ● Everyone can compose.</p> <p>A performance is sharing music with an audience. ● A performance can be a special occasion and involve a class, a year group or a whole school. ● An audience can include your parents and friends.</p>		
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