



Merton Bank Autumn 2 plan - Year 2



<u>Subject</u>	Our Local Area	
	National Curriculum	Activities
History	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives. • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times. • Compare 2 versions of a past event. • Compare pictures or photographs of people or events in the past. • Discuss reliability of photos/accounts/stories. • Use a source - observe or handle sources to answer questions about the past based on simple observations 	<p><i>Our town fact file</i> <i>Postcard from St Helens</i> <i>Comparisons to past and now</i></p>
Geography	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop throughout the year. 	<p><i>Google map work</i> <i>Map skills</i> <i>Creating our own maps</i></p>
Computing	<ul style="list-style-type: none"> • To save and open files on the device I use • To use the keyboard on my device to add, delete and space text for others to read • To tell you about an online tool that will help me to share my ideas with other people. • To know how to be kind and polite in real life • To know how to be kind and polite online • To talk about why it is important to be kind and polite • To understand what is my personal information • To explain why I need to keep my password and personal information private • To know what is acceptable online and what I need to report • To know who I can report things to when they happen online 	<p><i>Create a PowerPoint</i> <i>Discussions around online safety</i> <i>Online safety poster</i></p>

	<ul style="list-style-type: none"> • To talk about why I should go online for a short amount of time • To know that not everyone is who they say they are on the internet 	
Art/DT	<ul style="list-style-type: none"> • Use line and tone to represent things seen, remembered or observed • Explores tone using different materials e.g. pencil, pastel, charcoal and chalk • Begin to explore the different grades of pencils • Begin to show patterns and textures in their drawings. 	<ul style="list-style-type: none"> • <i>Sketch of a landmark</i>
Science	<p><u>Materials</u></p> <ul style="list-style-type: none"> • Can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper for particular uses • Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p><i>Science investigations</i> <i>Comparing materials</i> <i>Materials hunts</i></p>
Music	<p><u>Charanga Programme</u> Christmas, Big Band, Motown, Elvis, Freedom Song</p>	<p><i>Charanga programme activities</i></p>
PE	<p><u>Fundamental Skills</u></p> <ul style="list-style-type: none"> -With confidence, can throw and catch a ball (over and under arm), showing increased use of technique. -Can roll/kick a ball successfully to a target. -Can kick a ball with some accuracy to a target. -Can dribble a ball between obstacles. -Hit a ball with some accuracy using a racket or bat. -Successfully complete a 2 handed strike and attempt to use their strongest hand. -With increased accuracy can perform throwing, rolling and hitting skills. -With increased consistency show signs of intercepting, retrieving and stopping various balls -Can begin to anticipate movements from others. -Know the rules and how to score and show basic signs of tactics being applied. 	<p><i>GetSet4PE planning</i></p>
PSHE	<p><u>Relationships and Differences</u></p> <ul style="list-style-type: none"> • Recognise how their behaviour affects other people • Identify and respect the differences and similarities between people • Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying • Consider social and moral dilemmas that they come across everyday • Voice differences of opinion sensitively and courteously • To be aware of different physical needs and how they can help people 	<p><i>PATHS sessions</i></p>

	<p><u>Preparing to play an active role as citizens</u></p> <ul style="list-style-type: none"> • Identify different choices they can make • Recognise the difference between right and wrong • Able to make "I" statements instead of blaming others • Participate in a simple debate about school issues <p><u>Developing confidence and responsibility and making the most of their abilities</u></p> <ul style="list-style-type: none"> • Understand the difference between impulsive and thinking behaviour <p><u>Developing a healthy, safer lifestyle</u></p> <ul style="list-style-type: none"> • Understand rules for keeping safe in the environment (roads, railways, people, fire, water) and recognise potential risks to self and others 	
RE	<ul style="list-style-type: none"> • suggest what Christians might mean when they refer to Jesus as 'the Light of the world' • talk about the different titles that might be given to Jesus - Christ/ Messiah/ Saviour/Son of God • identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carl services, Christingle) - and the symbolic meaning • talk about the different ways that Christians might celebrate Christmas • identify different ways that humans use light • discuss the importance of light - as a source of comfort, security and hope • talk about how and why light might be an important symbol 	<p><i>Uses of light</i> <i>Importance of light around us</i> <i>Christingles</i></p>