**Class 2 Long Term Plan Autumn Term 2020**

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| Subject | Learning Hook | Context | Prior Learning |
| History | Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically | Great fire of London:Throughout this topic, Children will learn about the key events of the Great Fire of London, and develop an understanding of the ways in which we can find out about the past through discussing primary sources. We also find out about Samuel Pepys and his famous diary. The children will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century. | Victorian toys (EYFS)Travel – artefacts / Victorian (Y1/2)Victorian holidays – Y1Industrial revolution/ local area study |
| Geography | Investigate patterns Communicate geographically | Our Country:This ‘Our Country’ topic will teach children about the countries of the UK developing learning beyond children’s immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting capital cities. | local area – Y1wonderful world – continents and oceans – Y1/2 |
| Design and Technology | Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history | Dips and Dippers:This Dips and Dippers unit will teach children about good food hygiene rules and using kitchen equipment to prepare food safely. Children will apply these skills when making and evaluating a healthy dip and dippers. The unit develops children’s understanding of the Eatwell plate and explains the importance of eating a healthy and varied diet. | Wheels and axels – Y1/2Moving pictures (KS1)Canal boats (KS1) |
| Art and Design | Develop ideas Master techniques Take inspiration from the greats | Landscapes and cityscapes:In this Landscapes and Cityscapes topic, children will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. They will think about the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day. They will make paintings, drawings, and mosaic art, inspired by the three artists. | Describe the work of notable artists,artisans and designers: Monet – Y1Colour chaos (colour for emotions) – Y1/2 |
| Religious Education | Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand values | The children will have the opportunity to discuss and explore the follow questions in detail:Does going to a Mosque give Muslims a sense of belonging?How special is the relationship Jews have with God? | Christianity – Christmas/ EasterReligious textsReligious buildings |
| Physical Education | Develop practical skills in order to participate, compete and lead a healthy lifestyle | GymnasticsDanceGames  | GymnasticsDanceGames |
| Computing | CodeCollectCommunicateConnect | Word processingThis Word Processing Skills unit will teach your class basic typing and word processing skills. Children will learn how to type with two hands, use the shift, space and enter key properly, and edit work by using the backspace, delete and arrow keys. Children will then go on to learn how to use undo and redo and to select and format text.Internet safety:We will continue to learn about Internet safety, linking to Internet Legends (safe, secure, brave, kind, alert). Children will look at how to improve the efficiency of their online searches, the types of websites that are best for them to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term ‘cyberbullying’ and look at how they should communicate online and deal with instances of people being unkind via digital means. | Computer skillsInternet safety |
| Maths | To multiply and divide.To use statistics.To use measures.To understand the properties of shape.To use fractions. | A range of contexts:Multiplication and divisionStatisticsLength and heightGeometry – shapeFractions |  |
| English | Understand textsTranscribeComposeAnalysePresent | Fiction: What would you do?In this unit, the children read two stories that deal with themes of overcoming worries and facing fears. They look in depth at two different characters and explore how they overcome their fears. They develop their knowledge of sentence constructions, joining two or more sentences with ‘and’ and correct punctuation, and explore using expanded noun phrases to add more detail. The writing tasks include writing a letter in role, writing a continuation of one of the stories, and writing their own story based on their own experiences.Non-fiction: Newshounds:The children are introduced to the idea of the unit: that they write their own new reports, becoming newshounds! As a class, they read and discuss a variety of news stories, looking at the big news questions and the structure of a news report to develop their skills. They practise recounting events in the past tense and using noun phrases to write captions, as well as writing questions using correct punctuation. After some teacher modelling, the children write news reports about something that has happened at school. Time is given at the end of the unit for the children to edit and proof-read their work before it is published. They then discuss whether their news stories are a success.Poetry: Pattern, rhythm and rhyme:The children discuss their favourite lines from the four poems, recognising simple rhythm and rhyme and discussing vocabulary choices. They identify patterns in the poetry and work towards class performances of the poems, trying to learn them by heart along the way. They create new whole class poems - based on those already read - and then they evaluate a class performance of one of their compositions. | Fiction: Guess what? (Class 2 at the Zoo? Who’s our new teacher, Aaagh Spider)Muddles and mishaps (Penny Dreadful and the rat, The whole truth)Non-fiction: Why do elephants have big ears?Does chocolate grow on trees?Poetry:Sensational senses. |
| PSHE | Understand positive relationshipsBe an Internet LegendBeing a good citizenPhysical Health and fitnessHealthy eatingHealth and prevention | Meadows in the Moment | Be Yourself (Year 1)Aiming High (Year 1)Internet Legends |
| Science | Work ScientificallyUnderstand animals and humansTo understand the Earth’s movement in space | Seasons and our changing world:In this module children will experience ‘our changing world’, as they observe the effects that changing seasons and weather have on them and on the world around them. They will carry out seasonal ‘scavenger hunts’ to collect evidence of the changing seasons and use that evidence to answer science questions. Children will be exploring and using all of their senses to investigate what is familiar and happens every day around them, for example, changes to plants, trees and animals in the school grounds, changes to weather on different days and at different times of the year. They will keep their own weather records and look for patterns in the data that they have collected. Materials (Good choices and shaping up):The children consider how one type of object can be made from different materials and also that one material can be used for a number of different objects. They develop their understanding of the simple physical properties of materials and consider in more detail how these properties make materials useful for particular purposes. During the module the children test a range of different materials for different purposes. They also have an opportunity to think about creative and unusual uses of everyday materials. Later on, children are introduced to different ways of changing the shapes of objects made from different materials. They identify materials that can be changed by the actions of squashing, bending, twisting and stretching, and link these actions with the properties of the materials that allow them to be changed. They discover that some materials have different properties according to how they are shaped and what they are made into, and choose materials for uses according to their properties. They also learn that pushes and pulls can cause movement or a change in shape. | Ourselves (EYFS)Seasons/ WeatherSensesAnimal anticsPlant detectives |