

Year 2 Autumn 1 MTP – Around the World in 30 Days

At Mary Swanwick, we enjoy: Learning together; helping one another to achieve our best.

Together we:							
Work to ensure that our children are able to reach their potential and be successful in the next stage of their education and their future as responsible, confident and caring citizens of the world. We aim to raise aspiration, encourage a sense of pride in achievement and provide context and a purpose for learning, providing opportunities for children to develop the skills, knowledge and understanding they need to make the world a better place. We do this through our three key drivers:							
COMMUNICATION		RESILIENCE		AMBITION		WORLDLY VIEW	
In order to address contextual need, our curriculum is driven by our six core values							
Aspiration	Courage	Respect		Kindness		Collaboration	Enjoyment
We teach our values through our Learners' Code							
LISTEN	EFFORT	ACHIEVE	RESPECT	NEAT	ENJOY	READY	SAFE

Overview	This topic has a strong focus on Geography. Children will look at the four countries of the United Kingdom and their capital cities. We will widen our exploration of the world to include the continents and oceans before looking more closely at Australia. By the end of the project the children will have a greater understanding of their own place in relation to the wider world. They will be able to name the seas and continents and begin to understand that people live different lives in other places in the world. Children will be able to compare lives in Australia the lives they lead in Old Whittington. They will be able to talk about their lives and dislikes about people's lives in both places.
Rationale / How is the topic appropriate for our context? How is it aspirational? What cultural capital will our children get from this? How this links to the key drivers?	Global Awareness and Ambition: Comparing our own lives to those that people live in other countries widens children's horizons and allows them to explore other lifestyles. They will begin to think about what it might be like to live and work in another country and that this is a possible lifestyle choice to make. These are the first steps in our children becoming 'global citizens'. They will learn that other places in the planet are accessible and connected, even those that seem so far away. Children will learn about the culture and geography of far away places. Comparing two countries is a great way for them to discover more about the world we live in and introduce our learners to a diverse range of cultures. Communication: Children will be able to communicate their knowledge through writing to inform. They will verbally communicate their learning by sharing this with parents.

Connections	Prior knowledge: Children will build on their geographical understanding from EYFS. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. In Year 1 children have made simple maps and looked at maps, globes and atlases with different scales. Children have learnt at the 4 areas of the United Kingdom as well as places further afield. They have looked at seasonal and daily weather patterns, the equator and north and south poles. They can use basic geographical language and identify some simple human and physical features of geographical locations as well as landmarks.
Hook for Learning	Australian campfire experience. Children will take part in Forest School activities including making and cooking damper, listening to traditional Australian stories from indigenous culture and singing Australian folk songs.
Authentic outcome	Children will produce non-chronological reports about Australia and share these with parents.

Year 2 Term 1				
Main subject	Content	National Curriculum objectives/skills	Key knowledge / skills / vocabulary	Teaching sequence
				Week by week notes – consider end objective & work backwards.
Geography 		This topic will focus on Australia and China. Location Knowledge By the end of the topic children will be able to: Name & locate the four countries and capital cities of	Declarative: To know the seven continent and oceans North America, South America, Europe, Asia, Antarctica, Australasia, Africa, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Southern Ocean, Declarative: To know what human and physical features are Procedural: To be able to use aerial photographs, to recognise landmarks and basic human and physical features Declarative: To know geographical similarities and differences of a small area of the UK: , local area/outback Australia	Lesson question – What are the worlds continents and oceans. X2
				Lesson question –Where is Australia? What are the main cities and major landmarks in Australia
				Use compass points to explore the Australian territories
				Lesson question (x2) – What is it like to live in the Australian outback?
				Lesson question- Can you compare life in the outback to life in Old Whittington?

		the United Kingdom Name & locate world's continents and oceans using atlases and globes Place Knowledge Compare local area to an area in a non-European country (Outback Australia and old Whittington) Geographical Skills and Fieldwork Use world atlases and globes to identify the United Kingdom and it's countries, continents and oceans studied at the key stage Use basic vocabulary to describe the locality and a less familiar area (outback, beach, coast, hill, mountain, sea, ocean, soil, weather) Recognise landmarks and basic human and physical features (city, town,village, farm, house, shop, road etc) Sustainability Express thoughts and views about Australia. Talk about what people do there. Talk about the people affect the	Declarative: To know a human feature is man-made: city, town, village, factory, farm, house, port, harbour and shop Declarative: To know a physical feature is natural: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Focus outcome: Writing a non-chronological report (leaflet) about Australia. (2 x lessons)
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		environment there.		
Key texts/class reader 	Class Reader- My Naughty Little Sister. Reading Texts- Vipers/micro vipers with a science/geography focus	Word-Reading Continue to develop phonics until decoding secure. Read accurately for blending and recognise alternative graphemes. Read further common exception words noting unusual correspondence between spelling and sound. Read multi-syllable words. Read without overt blending and sounding out. Read books closely matched to improving phonics knowledge. Read common suffixes Read & re-read phonic-appropriate books Read common 'exception' words Comprehension Discuss & express views about fiction. Discuss the sequence of events. Become familiar with & retell stories Recognise simple recurring literary language.	'PRE-READING' information	

		Discuss favourite words and phrases. Discuss the meanings of words. Draw on what they already know. Check reading makes sense. Ask & answer questions; make predictions Begin to make inferences. Take part in discussion. Explain understanding.										
Pathways: Writing purpose 	<u>Main Texts</u> Troll Swap by Leigh Hodgkinson <u>Supplementary Texts</u>	National curriculum skills for this unit: <u>Spoken language:</u> • Listen and respond • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates <u>Reading comprehension:</u> • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done • Answer and ask questions	<u>Outcome:</u> Fiction – Story with character focus Writing outcome: To write a story based upon the model text using the pupils’ ideas for characters Greater depth writing outcome: To write a story about any two contrasting characters who swap places <table><tr><th colspan="3"> Pathways to Write keys</th></tr><tr><th>Gateway keys (non-negotiables/basic skills)</th><th>↔ Mastery keys (year group national curriculum expectations)</th><th>Feature keys (vocabulary, manipulating sentences and tense, structure)</th></tr><tr><td> • Combine words to make sentences • Join words and clauses using and • Sequence sentences to form short narratives • Leave spaces between words </td><td> • Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and) </td><td> • Use phrases from story language • Create and describe characters • Create and describe settings • Use past tense consistently and correctly • Write in 3rd person • Sequence of events with beginning, middle and end </td></tr></table>	 Pathways to Write keys			Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)	• Combine words to make sentences • Join words and clauses using and • Sequence sentences to form short narratives • Leave spaces between words	• Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and)	• Use phrases from story language • Create and describe characters • Create and describe settings • Use past tense consistently and correctly • Write in 3rd person • Sequence of events with beginning, middle and end
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		• Predict what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works • Explain and discuss their understanding of books, poems and other material <u>Writing composition:</u> • Write narratives about personal experiences and those of others (real and fictional) • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections (greater depth only) • Evaluate writing with the teacher and other pupils • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently • Proof-read to check for errors in spelling, grammar and punctuation • Plan or say out loud what is going to be written about		
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Maths + × − ÷	Place value Addition and Subtraction	Count in steps of 2,3 and 5 from 0, and in tens from any number forwards and backwards. Identify, represent and estimate numbers using different representations including the numberline. Read and write numbers to at least 100 in numerals and words. Compare and order numbers up to 100. Use greater than, less than and equals signs. Recognise place value of each digit in a 2-digit number. Use place value and number facts to solve problems. Recall and use addition and subtraction facts to 20 and use related facts up to 100. Solve problems with addition and subtraction. Add and subtract numbers using concrete objects, pictorial representations and mentally (2-digit and 1s, 2-digit and 10s, 2 2-digit, 3 1-digit)		
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		Show that addition can be done in any order and subtraction cannot. Recognise and use inverses to check calculations.		
Science 	Biology- living things and their habitats	Compare living, dead and things that have never been living. Identify habitats and how living things are suited to habitats and how plants and animals depend on each other. Name plants and animals in their habitats Describe how animals obtain their food and a simple food chain. Working Scientifically (ongoing through all areas of science) During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking simple questions and	Declarative: To know that questions help us to find out information about the world. Declarative: To know that measurements can be taken with trundle wheels and hand lenses. Procedural: To know how a prediction can be used as 'a guess' as to what might happen in an investigation. Declarative: To know that a habitat contains living things. Declarative: To know that a microhabitat is a very small habitat. Declarative: To know that a food chains show how living things depend on other living things for food. Declarative: To know that food chains start with a plant, followed by animals that either eat the plant or other animal. Procedural: To know how to explore and compare the differences between things that are living, dead, and things that have never been alive. Key vocabulary: living, dead, never been alive, suited, suitable, basic needs	Look at a range of things that are living, were living and have never been alive.
				Identify which belongs in each group.
				Identify habitats including micro habitats.
				Bug hunt
				Identify animals in their habitats
				Name plants in their habitats.
				Name animals in their habitats.and sort animals into appropriate habitats. (include some Australian animals)
				Create simple food chains of Australian animals

		recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.		
Art & Design 	Aboriginal art	Children to create dot paintings based on Australian indigenous art. Painting Use a range of materials Use drawing, painting Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers	Inspiration: Aboriginal art & skills focus Declarative: To know that the tertiary colour wheel is the combination of primary and secondary colours. Declarative: To know that mixing equal amounts of primary and secondary colours produces a tertiary colour. Declarative: To know that adding white makes tints and adding black alters the tone. Procedural: To know how to use a paintbrush to: dab, smooth, wash, sponge, stipple, stroke. Procedural: To know how to develop colour mixing to make finer variations in secondary colours. Procedural: To how to use outlines to create definition. Procedural: To know how to use tools and techniques to create layering, mixing media, scraping through etc. Procedural: To know how to paint on a range of scales e.g. large brush on large paper etc.	Study- indigenous Australian Art Lesson 2- tertiary colour wheel Lesson 3- tints and tones Lesson 4 and 5- create own dot painting on different media using different tools and methods
Music	Charanga Hand, Feet, Heart	<u>Performing,</u> <u>listening, reviewing</u> <u>and evaluating</u>	Know: Know that music has a steady pulse. Know that we can create rhythms	Listen to a range of traditional Australian music. What instruments can you hear? Listen to digeridoo

		Know that music has a steady pulse. Know that we can create rhythms Add high and low sounds and pitch Improvise and compose <u>Performance skills</u> Sing songs from memory Include other ways of using the voice Know the names of percussion instruments	Know the names of percussion instruments <u>Be able to:</u> Add high and low sounds and pitch Improvise and compose <u>Vocabulary:</u> Pulse Rhythm Pitch Improvise compose	Do you like it and why?
				Charanga
				Find the Pulse
				Listen to the rhythm and clap back
				Improvise
				Listen and sing back. Use voices to copy
PE and games 	REAL PE	Unit 1-Personal Coordination-footwork Static Balance-one leg Plus Gymnastics/yoga	<u>Know: how to follow rules</u> <u>Know: how to praise and encourage others</u> <u>Know: how to balance with control using , feet and seat</u> <u>Know: what co-ordination is</u> <u>Be able to: follow the rules and work safely.</u> <u>Be able to: balance on one leg with developing control.</u> <u>Be able to: move with control and coordination</u> <u>Vocabulary: balance, control, coordination,static, core</u>	Rock, paper scissors
				With fluency and control side step in both directions
				Gallop leading with either foot
				Hop on either foot
				Skip with fluency and control, leading with either foot
				Master basic poses in Yoga • Lotus • Salutation to the sun • Downward dog • Table top • Child's pose • Happy baby • Warrior • Flower • Dancer Begin to combine movements to create a seamless sequence. Work individually and in pairs
RE	JIGSAW RE	CHRISTIANITY	Core Knowledge:	Enquiry Question: Is it possible to be kind to everyone all of the time?



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The learning is based on Jesus summing up the 10 commandments from the Old Testament into two commandments.
“ ‘Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbour as yourself.’ There is no commandment greater than these.” Mark 12:30-31

Jesus then gave examples of parables and acted in a way to help people around him understand this.

 Enquiry: Is it possible to be kind to everyone all of the time? Theme: Jesus's example as the Son of God.			
Piece	Key Vocabulary	Learning Objectives	Resources
1	- kind/kindness - difficult	I can tell you how I could be kind to others even if it is difficult Bridge Concept: Kindness	Jigsaw Charter, Sofa Owl, Slides, Scenario Cards, Jigsaw RE Journals
2	- kind/kindness - difficult - Jews - Samaritan	I can recall parts of a story where Jesus spoke about kindness I can apply this knowledge to the enquiry question	Jigsaw Charter, Sofa Owl, Slides, Bible, Cards showing scenes and characters from the story, Jigsaw RE Journals
3	- kind/kindness - difficult - gospel - Zaccheus - parables - tax collector - unpopular	I can talk about a time in the Bible when Jesus showed kindness to somebody that was unpopular I can apply this knowledge to the enquiry question	Jigsaw Charter, Sofa Owl, Slides, Whiteboards and pens, Activity sheet 1 per group or 1 per pair as teacher feels is best, Jigsaw RE Journals
4	- disciples - Galilee - gospel - Peter	I can talk about a time in the Bible when Jesus showed kindness to somebody who had let him down I can apply this knowledge to the enquiry question	Jigsaw Charter, Sofa Owl, Slides, Whiteboards and pens, Jigsaw RE Journals
5	- Peter - Zacchaeus (Any vocabulary pertinent to a speaker if one is invited)	I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians think they should be kind and give a reason.	Jigsaw Charter, Sofa Owl, Slides, Activity sheets, (You may like to invite in a variety of Christian speakers to explain how they try to follow Jesus's example of being kind and why), Jigsaw RE Journals

				6 acrostic I can say why kindness is important and think of ways to show kindness Jigsaw Charter, Sofia Owl, Stile Acrostic Sheets as required, Colouring resources, Modelling material such as play doh (as required), Jigsaw RE Journals												
Jigsaw/PSH E	School Focus: Jigsaw <u>Being Me in My World</u>		Declarative: To know what good listening is Declarative: To know what feeling worried is Declarative: To know that rewards and consequences stem from choice Declarative: To know that positive choices impact positively on self-learning and the learning of others Procedural: To know how to identify hopes and fears for the year ahead Procedural: To know how to make their class a safe and fair place Procedural: To know how to identify hopes and fears for the year ahead <u>Vocabulary:</u> positive, problems, worries, co-operate, negative, choices, problem-solving, responsible, belonging, actions, contributions, safe, fair, consequence, praise, reward,	Piece 1 <table><tr><td>Help others to feel welcome</td><td>1. Hopes and Fears for the Year - Worries - Worried - Hopes - Fears </td><td>I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal</td><td>I can recognise when I feel worried and know who to ask for help</td></tr></table> Piece 2 <table><tr><td>Try to make our school community a better place</td><td>2. Rights and Responsibilities - Belong - Belonging - Rights - Responsibilities - Responsible - Actions - Contributions </td><td>I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions</td><td>I know how to help myself and others feel like we belong</td></tr></table> Piece 3 <table><tr><td>Think about everyone's right to learn</td><td>3. Rewards and Consequences - Praise - Reward - Consequence - Positive - Negative - Choices - Safe - Fair </td><td>I listen to other people and contribute my own ideas about rewards and consequences</td><td>I help make my clas safe and fair place</td></tr></table>	Help others to feel welcome	1. Hopes and Fears for the Year - Worries - Worried - Hopes - Fears	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I can recognise when I feel worried and know who to ask for help	Try to make our school community a better place	2. Rights and Responsibilities - Belong - Belonging - Rights - Responsibilities - Responsible - Actions - Contributions	I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions	I know how to help myself and others feel like we belong	Think about everyone's right to learn	3. Rewards and Consequences - Praise - Reward - Consequence - Positive - Negative - Choices - Safe - Fair	I listen to other people and contribute my own ideas about rewards and consequences	I help make my clas safe and fair place
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<u>Piece 5</u>				
<table><tr><td>Work well with others</td><td>5. Our Learning Charter - Learning Charter - Learn co-operatively - Rights - Responsibilities - Rewards - Consequences - Problem-solving </td><td>I understand how following the Learning Charter will help me and others learn</td><td>I work co-operatively</td></tr></table>	Work well with others	5. Our Learning Charter - Learning Charter - Learn co-operatively - Rights - Responsibilities - Rewards - Consequences - Problem-solving	I understand how following the Learning Charter will help me and others learn	I work co-operatively
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<table><tr><td>Choose to follow the Learning Charter</td><td>6. Owning our Learning Charter Learning Charter Responsibilities Rights Rewards Consequences Choices</td><td>I recognise the choices I make and understand the consequences</td><td>I can follow the Learning Charter</td></tr></table>	Choose to follow the Learning Charter	6. Owning our Learning Charter Learning Charter Responsibilities Rights Rewards Consequences Choices	I recognise the choices I make and understand the consequences	I can follow the Learning Charter
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Computing 	Data Information and Pictograms (Information technology)	• use technology purposefully to create, organise, store, manipulate and retrieve digital content • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Procedural: To know how to use information technology such as computers and tablets. Declarative: To know that phones, tablets, computers and washing machines are all examples of information technology. Declarative: To know that information technology can be used to collect and save data, images and information both at home, at school and places around us.	1 Counting and comparing WALT: To recognise that we can count and compare objects using tally charts During this lesson learners will begin to understand the importance of organising data effectively for counting and comparing. They will create their own tally charts to organise data, and represent the tally count as a total. Finally, they will answer questions comparing totals in tally charts using vocabulary such as 'more than' and 'less than'. • I can record data in a tally chart • I can represent a tally count as a total • I can compare totals in a tally chart 2 Enter the data WALT: To recognise that objects can be represented as pictures During this lesson learners will become familiar with the term 'pictogram'. They will create pictograms manually and then progress to creating them using a computer. Learners will begin to understand the advantages of using computers rather than manual methods to create pictograms, and use this to answer simple questions. • I can enter data onto a computer • I can use a computer to view data in a different format • I can use pictograms to answer simple questions about objects 3 Creating pictograms WALT: To create a pictogram During this lesson learners will think about the importance of effective data collection and will consider the benefits of different data collection methods: why, for example, we would use a pictogram to display the data collected. They will collect data to create a tally chart and use this to make a pictogram on a computer. Learners will explain what their finished pictogram shows by writing a range of statements to describe this I can organise data in a tally chart I can use a tally chart to create a pictogram I can explain what the pictogram shows
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				4 What is an attribute? WALT: To select objects by attribute and make comparisons During this lesson learners will think about ways in which objects can be grouped by attribute. They will then tally objects using a common attribute and present the data in the form of a pictogram. Learners will answer questions based on their pictograms using mathematical vocabulary such as 'more than'/'less than' and 'most'/'least'. • I can tally objects using a common attribute • I can create a pictogram to arrange objects by an attribute • I can answer 'more than'/'less than' and 'most/least' questions about an attribute 5 Comparing people WALT: To recognise that people can be described by attributes During this lesson learners will understand that people can be described by attributes. They will practise using attributes to describe images of people and the other learners in the class. The learners will collect data needed to organise people using attributes and create a pictogram to show this pictorially. Finally, learners will draw conclusions from their pictograms and share their findings. • I can choose a suitable attribute to compare people • I can collect the data I need • I can create a pictogram and draw conclusions from it 6 Presenting information WALT: To explain that we can present information using a computer During this lesson learners will understand that there are other ways to present data than using tally charts and pictograms. They will use a pre-made tally chart to create a block diagram on their device. Learners will then share their data with a partner and discuss their findings. They will consider whether it is always OK to share data and when it is not OK. They will know that it is alright to say no if someone asks for their data, and how to report their concerns. • I can use a computer program to present information in different ways • I can share what I have found out using a computer
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				I can give simple examples of why information should not be shared
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