



JOHN HELLINS PRIMARY SCHOOL

Being the best we can be

**Year Group**

Year 2



**Term**

Autumn



**Project  
Title/Theme**

Explorers



**Subject**

Select Subject



**Notes**

Superb Starter - Treasure hunt on the school field. We will explore the area, looking for clues to find where the treasure is buried. Visits and visitors. MIUITM - Visit to Stony Stratford Nature Reserve. Key texts - The 'Emperor's Egg', 'Stone Girl Bone Girl', 'One Day on our Blue Planet' and 'Out and About'. Reading Spine texts will be on visible display. Classroom Environment - Hot air balloon will hang from the ceiling, featuring clouds and blue skies. There will be a reading corner with the sign 'Explore Reading'. Independent learning activities will feature, including small world with Antarctica animals, a curiosity cube, a Maths area, spelling area and a construction area.

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Autumn	Explorers	Art	<p>To know that adding white to paint will change the tone of a colour</p> <p>To know that sketching pencils can be used to create light and dark and shadows (HB best for initial sketch, 2B – created light and dark tones, B – creates light shading)</p> <p>To know that texture can be 2d or 3d</p>	<p>To be able to make as many tones of a colour by adding white to the paint</p> <p>To be able to make a colour darker without using black</p> <p>To be able to name colours in the environment (magenta, cyan, apple green, scarlet red, aquamarine)</p> <p>To be able to use different sketching pencils to draw still life/observational and add shadow</p> <p>To be able to sketch initial outline and add texture and tone with the appropriate sketching pencil</p> <p>To be able to create light and dark tones using sketching pencils, applying pressure to explore</p> <p>To be able to use a range of drawing materials (Pastels, oil pastels, pencils, paint)</p> <p>To be able to comment on the texture of everyday objects</p> <p>To be able to describe texture in artwork - sculptures or paintings (Le Chat by Alberto Giacometti (1955), Starry night by Vincent Van Gogh (1889))</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, primary colour, secondary colour, charcoal, straight line, wavy line, thick line, thin line, colour spectrum, predict, single mounting, watercolour, end piece, impressed line, overlaying, random pattern, repeated pattern, overlays, sculptural form, shaping, smooth, tactile, visual, embellish, interpret</p>

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Year 2	Autumn	Explorers	Computing	<p>To know what an algorithm is.</p> <p>To know how to create a simple program.</p> <p>To know how to use a laptop and iPad confidently and safely.</p> <p>To know what a computer is and to know the parts of a computer.</p> <p>To know how to use technology safely and respectfully.</p>	<p>To be able to recall what an algorithm is and explain its purpose.</p> <p>To be able to create a simple program using simple instructions.</p> <p>To become increasingly confident when using technology in the classroom.</p> <p>To be able to name parts of a computer, such as the mouse, keyboard, screen, charging cable and unit, speakers, on and off button.</p> <p>To be able to use technology safely and respectfully at all times.</p>	<p>Algorithm, simple program, programming, instructions, debug, problem solve, features, computer, mouse, keyboard, screen, charging cable, unit, speakers, button.</p>
Year 2	Autumn	Explorers	DT and Cooking and Nutrition	<p>To know how food is grown</p> <p>To know foods are subject to seasons</p> <p>To know where foods are grown and how they are transported</p> <p>To know how to use equipment safely</p> <p>To know how to build or create according to design criteria</p>	<p>To be able to handle tools and equipment safely for constructing and preparing food</p> <p>To be able to chop foods safely</p> <p>To be able to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT</p>	<p>Seasons, growing, planting, food miles, transport, farm, field, vegetables, recipe</p>

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Year 2	Autumn	Explorers	Geography	<p>To know what a compass is and how it is used.</p> <p>To know the compass directions: North, East, South, West.</p> <p>To know directional and locational language: near, far, left, right.</p> <p>To know the physical and human features of the school and grounds, including hill, forest, trees, vegetation, building, roads, car park, playground and lodge.</p>	<p>To be able to use a compass.</p> <p>To be able to use locational and directional language to describe the location of features and routes on a map of Potterspury.</p> <p>To be able to use simple fieldwork and observational skills to study the geography of John Hellins Primary School and its grounds, using digital maps.</p>	<p>Compass, North, East, South, West, location, direction, route, map, near, far, left, right, hill, forest, trees, vegetation, building, roads, car park, playground.</p>

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Year 2	Autumn	Explorers	History	<p>To know about the lives of significant individuals who have contributed to national and international achievements such as:- Shackleton, Mary Anning and Columbus - and know when they lived</p> <p>To know about changes within living memory such as battery and solar power for explorers and fabric designs to aid temperature control.</p> <p>To be able to compare significant historical events like Shackleton's voyage to the South Pole and when Everest was conquered, stating the similarities and differences. (Extend on from the Yr 1 study of Motor vehicles development of supplies etc)</p>	<p>To be able to sequence artefacts closer together in time, and check using technology</p> <p>To be able to sequence photos from different periods of their life</p> <p>To be able to describe memories of key events in their lives</p> <p>To be able to recognise why events happened and what happened as a result, accounts or stories</p> <p>To be able to identify differences between ways of life at different times</p> <p>To be able to compare two versions of a past event</p> <p>To be able to compare pictures or photos of people or events in the past</p> <p>To be able to discuss reliability of photos</p> <p>To be able to use a source and answer questions from the past on the basis of simple observations</p>	<p>Memory, life, year, baby, adult, life span, anachronism, chronological order, era/period, The Tudors, The Stuarts, The Gunpowder Plot, plotters, Parliament, secret, King James, Guy Fawkes, Catholic, Protestant, traitor, treason, The Great Fire of London, Samuel Pepys diary, danger, Christopher Wren St Paul's Cathedral, explorers, Columbus, Armstrong, travel, encounter, impact, significant, brave, pioneer, Atlantic Ocean, America, space rocket, moon landing, The Mexico Lifeboat Disaster, storm, rescue, danger, survive, memorial, investigate, research, evidence, historians, experts, letters, newspapers, websites, detective, opinion, artefact</p>

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Year 2	Autumn	Explorers	Music	<p>To know a sea shanty off by heart.</p> <p>To know how to listen and appreciate a piece of music.</p> <p>To know what sounds can be used to create a seascape.</p> <p>To know how to compare music from around the world using musical language.</p>	<p>To be able to sing a sea shanty off by heart (either in groups or whole class), such as: The Wellerman Sea Shanty.</p> <p>To be able to show appreciation for a piece of music, e.g. Pirates of the Caribbean theme by Hans Zimmer.</p> <p>To be able to use instruments, voices or technology to create a seascape, e.g. scratching a drum for waves.</p> <p>To be able to compare 2 pieces of music from 2 different countries, such as an Irish country song and an African tribal song.</p>	<p>Shanty, verse, chorus, repetition, appreciate (likes, dislikes), because..., genre, instruments, percussion, musical adjectives (scratch, gentle, high-pitched), compare, comparison.</p>

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Year 2	Autumn	Explorers	RE	<p>To understand the term kindness and if you can you be kind to all and that this is a Christian value - link to the Good Samaritain and introduce the parables are the Christian way of spreading God's word</p> <p>To understand how we damage the world and discuss what we can do to protect it (Yr 1 Christians feel special as God created Earth so we must look after it or we are not good Christians)</p> <p>To understand who Jesus was and if he was a good teacher</p> <p>To understand how God is worshipped in the Hindu home including prayer</p> <p>To understand why stories are important to Hindus and be able to retell the story of Lakshmi</p> <p>To be able to use artefacts to explore the religion – diva</p> <p>To be able to create Rangoli patterns and know their meaning</p>	<p>To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions</p> <p>To be able to use religious keywords and facts to describe the important events in the lives of religious founders</p> <p>To be able to use religious keywords describe what the important symbols of each religion are</p> <p>To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture</p> <p>To be able to describe what religious people do to show that they are committed to God</p> <p>To be able to retell a religious story suggesting its meaning/moral</p> <p>To be able to explain why different communities do different things</p> <p>To be able to describe some reasons why people belong to a particular religion</p> <p>To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God</p> <p>To be able to compare one aspect of your own experiences in life so far with those of others</p> <p>To be able to describe what your influences in life are and compare and</p>	<p>Easter, Christmas, Pentecost, church, alter, bible, disciples, God, Braham, Krishna, Lakshmi, Ganesh, Mandir, Puja, Arti, Aum/Om, Diwali, Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship,</p> <p>Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship</p>

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					<p>contrast these with the influences that other people have in their lives</p> <p>To be able to understand that religious symbols, words and actions express a community way of living</p> <p>To be able to identify similarities between religions</p> <p>To be able to ask questions about puzzling aspects of life</p> <p>To be able to compare your answers with the answers that a religious person would give</p> <p>To be able to ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p> <p>To be able to identify truths and beliefs</p> <p>To be able to express their own opinion and understand others may belief differently</p>	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Autumn	Explorers	Science	<p>To know animals, including humans, have offspring which grow into adults.</p> <p>To know and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>To know and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>To be able to use photographs, pictures, videos, possible first-hand experience and vocabulary (humans – adult, infant, child) (Animals – dog – puppy, chicken – chick, cat – kitten, sheep – lamb, pig – piglet, cow – calf, duck – duckling) to identify animals and their offspring.</p> <p>To be able to ask questions about what things animals need for survival and what humans need to stay healthy; suggesting ways to find answers to their questions.</p>	<p>offspring, animals, humans, survival, water, food, air, exercise, hygiene, human, adults, infant, child.</p>