



Year Group

Year 2



Term

Autumn

Project
Title/Theme

Explorers



Subject

Select Subject



Notes

In Edison Class, we follow the National Curriculum for Maths and English. Our creative curriculum allows us to link, through projects, all the other curriculum areas of Science, History, Geography, DT, Art, Music, Cooking and Nutrition, and Computing. Our autumn term project is 'Explorers'. Our 'Superb Starter' will be an 'Adventure in the Arctic', where we will begin our research about famous explorers such as Ernest Shackleton and Edmund Hillary, alongside exploring Arctic animals and landscapes. For our 'Mix It Up Middle', the children will become explorers for the day. We will explore the eight compass points and apply these to a treasure hunt activity! Finally, our 'Enthralling Ending' will apply our History research about Ernest Shackleton with our DT focus on construction to create our very own explorer ships. Our classroom will be themed around our project, featuring a cosy Arctic reading area and displays linked to our texts. In English, some of the many texts we will be exploring will include 'The Search for the Giant Arctic Jellyfish', 'The Magic Backpack Adventure' and 'Ernest Shackleton – Little People, Big Dreams'. In Science, we will be exploring the basic needs for survival and the importance of exercise, eating the right foods and hygiene. We will also look at how food grows and is transported, with a link to the seasons. Our Music sessions this term will centre around learning sea shanties and using a range of instruments and technology to create a seascape. The children will develop their appreciation for different genres and pieces of music and begin to identify similarities and differences between pieces from different periods. In Art, we will be exploring how to create different tones of colour and using different sketching pencils and techniques to create shadows, outlines and effect. Computing will continue to focus on the safe use of technology alongside developing understanding of algorithms to create simple programs. In RE, our focuses will be to understand the diversity within Islam, what Muslims believe and how they may live, and to understand if Christmas is only special for Christians. We can't wait for all of our Explorer adventures!

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Autumn	Explorers	Art	To know that adding white to paint will change the tone of a colour (colour) 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) (drawing) To know that texture can be 2d or 3d (texture)	To be able to make tones of a colour by adding white to the paint To be able to make a colour darker without using black To be able to name tones of colours in the environment (magenta, cyan, apple green, scarlet red, aquamarine) To be able to use different sketching pencils to draw still life/observational and add shadow To be able to sketch initial outline and add texture and tone with the appropriate sketching pencil To be able to create light and dark tones using sketching pencils, applying pressure to explore To be able to use a range of drawing materials (Pastels, oil pastels, pencils, paint) To be able to comment on the texture of everyday objects To be able to describe texture in artwork -	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, sponges, primary colour, secondary colour, charcoal, straight line, wavy line, thick line, thin line, colour spectrum, predict, watercolour, smooth, tone, dark, light, shading, drawing, texture, shadows

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					sculptures or paintings (Le Chat by Alberto Giacometti (1955), Starry night by Vincent Van Gogh (1889))	
Year 2	Autumn	Explorers	Computing	To know what an algorithm is. To know how to create a simple program. To know how to use a laptop and iPad confidently and safely. To know what a computer is and to know the parts of a computer. To know how to use technology safely and respectfully.	To be able to recall what an algorithm is and explain its purpose. To be able to create a simple program using simple instructions. To become increasingly confident when using technology in the classroom. To be able to name parts of a computer, such as the mouse, keyboard, screen, charging cable and unit, speakers, on and off button. To be able to use technology safely and respectfully at all times.	Algorithm, simple program, programming, instructions, debug, problem solve, features, computer, mouse, keyboard, screen, charging cable, unit, speakers, button.

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Year 2	Autumn	Explorers	DT and Cooking and Nutrition	To know how food is grown (food) To know foods are subject to seasons (food) To know where foods are grown and how they are transported (food) To know how to use equipment safely (technical knowledge) To know how to build or create according to design criteria (designing and making)	To be able to handle tools and equipment safely for constructing and preparing food To be able to chop foods safely To be able to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT	Seasons, growing, planting, food miles, transport, farm, field, vegetables, recipe
Year 2	Autumn	Explorers	Geography	To know what a compass is and how it is used. To know the compass directions. (North, East, South, West.) To know directional and locational language (near, far, left, right) To know the physical and human features of the school and grounds, (hill, forest, trees, vegetation, building, roads, car park, playground and lodge).	To be able to use a compass. To be able to use locational and directional language to describe the location of features and routes on a map of Potterspury. 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.	Compass, North, East, South, West, location, direction, route, map, near, far, left, right, hill, forest, trees, vegetation, building, roads, car park, playground.

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Year 2	Autumn	Explorers	History	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. (Monarchy and sig figures) To know about changes within living memory such as battery and solar power for explorers and fabric designs to aid temperature control. To understand and 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)	To be able to sequence artefacts closer together in time, and check using technology To be able to sequence photos from different periods of their life To be able to describe memories of key events in their lives To be able to recognise why events happened and what happened as a result, accounts or stories To be able to identify differences between ways of life at different times To be able to compare two versions of a past event To be able to compare pictures or photos of people or events in the past To be able to discuss reliability of photos To be able to use a source and answer questions from the past on the basis of simple observations	Chronological order, era/period, explorers, Columbus, travel, encounter, impact, significant, brave, pioneer, Atlantic Ocean, America, survive, memorial, investigate, research, evidence, historians, experts, letters, newspapers, websites, detective, opinion, artefact, fossil, paleontologist

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

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Year 2	Autumn	Explorers	PE	To know how to change pace when moving. (Fundamental Movement Skills) To know how to increase height when jumping. To know how to increase distance when jumping. To know which movement type to apply to a game or activity. To know how to create a stable balance. (Gymnastics) To know how to control jumps effectively. To know how to safely climb equipment. To know how to safely jump off equipment. To know how to apply movement ideas to their own sequences. To know the importance of increasing fitness. (Functional Fitness Activities) To know techniques to remember a dance sequence. (Dance) To know how to use a stimulus to create a dance. To know what a canon, unison and mirroring are.	To be able to move at a variety of paces with confidence around a space. To be able to increase the height of a jump. To be able to increase the distance of a jump. To be able to apply a range of movement skills to a game or activity. To be able to hold a still position during a balance. To be able to jump in a variety of different ways with increased control and confidence. To be able to climb and jump off gymnastics equipment. To be able to explore and remember actions and movements to then create their own movement sequences. To be able participate in a game to continually increase cardiovascular fitness. To be able to	Walk, run, jog, crawl, roll, jump, height, distance, safely Stable, control, climb, jump, explore, movements, sequence Fitness, muscles, heart, endurance Stimulus, sequence, choreography, canon, unison, mirroring

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					participate in a game to continually increase muscular endurance. To be able to copy and remember then repeat a dance sequence. To be able to create a dance sequence based on a stimulus. To begin to be able to use choreographic devices such as canon, unison and mirroring to attempt to move to music.	

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Year 2	Autumn	Explorers	RE	2.1 Part 1: To understand the diversity within Islam, and what Muslims believe and how they may live. 2.2 To understand if Christmas is only special for Christians.	To be able to explain what do Muslims believe about God. To be able to describe what Muslims believe about Creation. To be able to detail who the Prophet Muhammed (pbuh) is. To be able to recall what the Qur'an is and why it is important to Muslims. To be able to explain how the Qur'an helps Muslims live a good life. To be able to explain what people celebrate. To be able to describe how different people celebrate. To be able to detail how Christians prepare for the special day of Christmas. To be able to recall why Christmas is special for Christians. To be able to explain if it is only Christians that celebrate Christmas. To be able to	Allah, Al- Asma ul-Husna, Arabic, attributes, created, creator, crescent moon, God, Ibrahim, Islam, Kaaba, Makkah, messenger, Mullah Nasreddin, Muslim, natural world, Prophet Muhammad (pbuh), Qur'an, respect, sacred, surah Religious, secular, Christianity, God, incarnation, Bible, Advent, Christingle, Advent wreath, Advent calendars, Nativity, Jesus, belief, faith, Golden Rule, 'good news', Goodness, evil, bad, diversity, respect, inclusion.

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					describe what people without a religion think about Christmas.	
Year 2	Autumn	Explorers	Science	To know animals, including humans, have offspring which grow into adults. To know and describe the basic needs of animals, including humans, for survival (water, food and air). To know and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	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. 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.	offspring, animals, humans, survival, water, food, air, exercise, hygiene, human, adults, infant, child.