



Books: The Owl who was Afraid of the Dark (Autumn 1)
The Jungle Book (Autumn 2)

History

We will be going back in time to 1666 and the era of the Stuarts as we find about the Great Fire of London and the effect it had on the people of the time. We will be exploring when, where, how and why the Great Fire happened, and explore how we know about it through the diary of Samuel Pepys and other sources.

Facts: The fire lasted five days. One-third of London was destroyed and about 100,000 people were made homeless.

Useful Websites: <https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/>

Key Vocabulary to understand: century, destruction, brigade, hose, fire hook, explosion, Pudding Lane, bakery, St Paul's Cathedral, Samuel Pepys.

Geography

We are going to be finding out all about the locations, climates, weather, plants, animals and human uses of a number of beautiful and diverse tropical jungle forests. Virtually trekking across the world, we will be hiking through Indian seasonal tropical forests, mangrove swamps and mountain cloud forests.

Facts:

Over half of the world's plant and animals species live in some type of **jungle** environment.

Useful Websites:

<https://www.bbc.co.uk/bitesize/clips/zb2jmp3>

Key Vocabulary to understand: north, south, east, west, coordinates, flora, fauna,

Art

In Art we will be painting jungle themed landscapes inspired by Henri Rousseau. We will also be exploring primary and secondary colours.

Facts

Rousseau's artwork was unique. He used strong colours and his paintings were very dramatic and dream like. Rousseau had never been to a Jungle, instead he was inspired by his many visits to the Botanical Gardens in Paris.

Key Vocab

post-impressionist, jungle, landscape, portraiture & allegory.

<http://primaryfacts.com/2221/henri-rousseau-facts-and->

Religious Education

In RE, We will be exploring the symbolism of light and dark in Hinduism. We will read the story of Rama and Sita and discuss the use of light and dark throughout. Children will also explore the importance of light in celebrations such as Diwali and how light is used in the religious worship of puja and the Arti ceremony. We will also be looking at both Christianity and Islam. We will be discovering together how each religion celebrates patterns and what patterns mean to them. We will be looking at the similarities and differences of patterns within different religions.

Facts:

-The patterns on the pages of the 'Lindisfarne Gospels' are very detailed and may have taken several weeks to paint.
-An Islamic prayer carpet has a mistake in the design which symbolises that only Allah (God) is perfect.

Websites:

http://www.earlybritishkingdoms.com/kids/lind_gosp.html
<https://www.bbc.co.uk/bitesize/topics/zj3d7ty/resources/1>

Vocabulary: Pattern, design, symbols, meaning, Celts, significance, belief, Allah

Science

In science, Year 2 will be looking at living things and their habitats. We will explore animals and humans that live inside the rainforest and how they survive. We will explore the differences between living things, dead things and things that haven't been alive. In science we will also look at food chains and what it means to have a healthy lifestyle.

Key Facts:

A habitat is a place where an organism lives. An organism is another word for a living thing, including plants and animals. Some organisms can be found in lots of different habitats, while others can only survive in one type of habitat. A habitat must provide everything that an organism needs to survive.

Key vocabulary: habitat, organism, deforestation, camouflage, climate, carbon dioxide, oxygen, food chain, micro-habitats, woodlice, stones, logs, leaf litter, seashore, woodland, ocean, rainforest,

Websites:

<https://www.bbc.co.uk/bitesize/clips/zb2jmp3>

<https://www.natgeokids.com/uk/discover/geography/physical-geography/15-cool-things-about-rainforests/>

<https://yppte.org.uk/factsheets/rainforest-animals/introduction>

Computing

This term, Year 2 will be learning how to create a program on screen, while also exploring how computer games work.

Key vocabulary: code, algorithms, program (*not to be confused with programme!*), sequence, software, debugging.

Website:

<https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/zchc4wx>

Design and Technology

In DT we will be exploring mechanisms as we design and make a moving monster using a linkage mechanism.

Key vocabulary:

pivot, lever, linkage

Phonics

We pick our phonics journey up in the Extended Code with the sound ae (ai ay ea a-e a ei ey eigh). Now we are in Year 2 we look at many more spellings for each sound. For example with the sound ae we have 8 ways to spell that sound.

We then continue through the Extended Code teaching further spellings for each sound.

ai	ay	ea	a-e	a	ei	ey	eigh
aid	play	break	game	Amy	rein	they	weigh

PSHE

This term year 2, will cover the topics 'Being Me in My World' in the first half term and 'Celebrating Differences' in the second half term.

In the first half term, we will identify our hopes and fears for the year ahead. We will learn to recognise when we feel worried and who to ask for help. We will be taught to understand the rights and responsibilities of being a member of our class and our school. We will explore how to help ourselves and others feel like they belong and the feelings attached to this sense of belonging. We will learn how to make our class a safe and fair place to work cooperatively by listening to other people and contributing our own ideas about rewards and consequences.

Key Vocabulary: Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Problem-Solving.

In the second half term, we will learn to understand some gender stereotypes that people may hold and why, and will begin to challenge these assumptions. We will learn to celebrate gender diversity and will understand that it is OK to be different from our friends. We will also learn about bullying this half term. We will discuss why bullying happens and will understand that bullying is sometimes about difference. We will explore how someone who is bullied feels and will develop empathy and show kindness to all children.

Key Vocabulary: Similarities, Assumptions, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Diversity, Fairness, Kindness, Friends, Unique, Value.

PE—Autumn 1

This term we will be focusing on Fitness and Yoga.

Fitness—Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.

Yoga—Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.

Key Vocabulary to understand:

Fitness—Agility, balance, co-ordination, speed, stamina, skipping, taking turns, encouragement, supporting others, determination, challenge, strengths, areas for improvement.

Yoga—Breathing, balance, flexibility, strength, working safely, sharing ideas, leadership, calmness, patience, understanding, creating poses, focus and selecting actions.

Music: We will learn about popular music from South Africa. We will listen to examples and identify their features. We will learn to sing a song in the style of Afropop, and use glockenspiels to play melodies. We will take our first steps in the learning to play the recorder.

Key vocabulary

Afropop, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, compose, improvise.

Useful Websites

<https://www.bbc.co.uk/teach/bring-the-noise/eyfs-ks1-music-play-it-bring-the-noise/z4sq92p>

PE—Autumn 2

This term we will be focusing on Gymnastics and Ball Skills.

Gymnastics—In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.

Ball Skills—In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.

Key Vocabulary to understand:

Gymnastics— Shapes, balances, shape jumps, travelling movements, take off and landing, barrel roll, straight roll, forwards roll, sharing, working safely, confidence, independence, observing and providing feedback.

Rights Respecting-UNICEF Articles

Article 29

‘Education must develop children’s respect for the environment’

This term as we trek through the jungles of the world in our geography lessons and learn about living things and their habitats in our science lessons we will develop our understanding of the importance of respecting Article 29. We will gain a greater awareness of issues such as climate change and how this can affect jungles, plants and wildlife. We will discuss how we are global citizens and can take action to protect our environment.

While exploring our class text ‘The Jungle Book’ we will discuss how Mowgli’s rights, **Article 19 ‘you have the right to be protected from being hurt or badly treated’** and **Article 18 ‘You have the right to be brought up by your parents, if it is safe’** are being both respected and denied when he is separated from his family and grows up with the wolf pack and again when he is protected from Shere Khan.

