Russell Street School

Autumn Term
Victorians

Science

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Animal needs for survival				Humans		Materials					Plastic

History

Exploring the lives of Significant Victorian people

Queen Victoria
Florence Nightingale
Mary Seacole
Grace Darling

Geography

Mapping

Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.

Art

Drawing Portraits
Collage

DT

Designing, Creating and Evaluating a Victorian Pin Toy

Cross curricular links to history through the exploration of how children's toys have changed over time.

Music

Charanga Model Music Curriculum v2.

Autumn 1
Pulse, Rhythm and Pitch

Autumn 2
Playing in an Orchestra

Recorder Lessons

Computing

National Centre for Computing Education

The teaching Computing Curriculum
Autumn 1. IT Around us
Autumn 2. Digital Photography

RE

Autumn 1. Christianity

Teaching the core beliefs, values, stories and figures central to the Christian faith.

Autumn 2. Light and Dark

Exploring the importance of light to many in Christianity, Hinduism and Judaism through learning about Advent, Christmas, Diwali and Hanukkah.

Our curriculum is mapped in alignment with The Milton Keynes Agreed Syllabus For Religious Education 2017 (Reviewed: July 2022).

PE

Autumn 1: Attack, Defend, Shoot

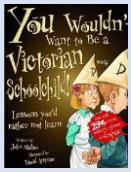
Learn how to send and receive a ball using feet. Recall and link combinations of skills, e.g. dribbling and passing to different contexts and sports. Recognise rules and apply them in competitive and cooperative games. Learn to use and apply simple strategies for invasion games. Describe why we take part in exercise and why we enjoy it.

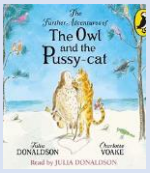
Autumn 2: Gymnastics

Develop body management through a range of floor exercises Use core strength to link recognized gymnastics elements, e.g., back support and half twist Attempt to use rhythm whilst performing a sequence. Describe and explain how performers can transition and link shapes and balances Perform with control and consistency basic actions at different speeds and at different levels. Can describe and explain how performers transition and link gymnastic elements Has performed basic actions with control and consistency at different speeds and on different levels Can challenge him or herself to develop strength and flexibility Can create and perform simple sequences that are judged using simple gymnastic scoring.

English

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term	Little Red Riding Hood		Victorian Schools		The Owl and the Pussy Cat		Remembrance		The Night Box			The Supporting Act		

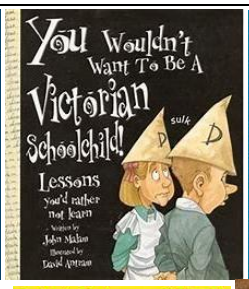


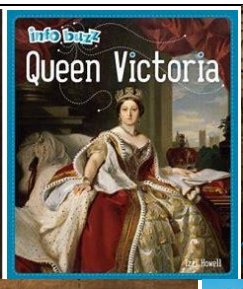


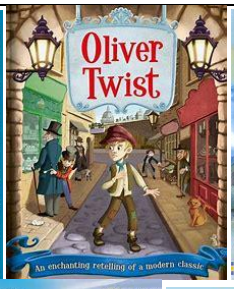
Maths

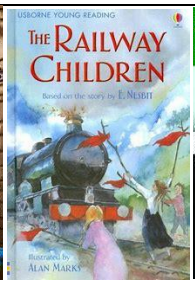
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction					Geometry Shape		

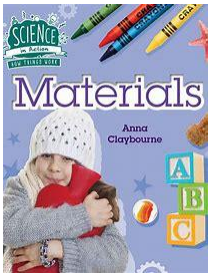
Book Talk

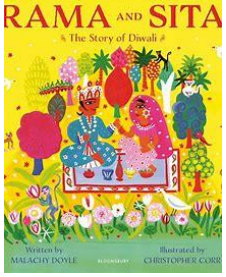


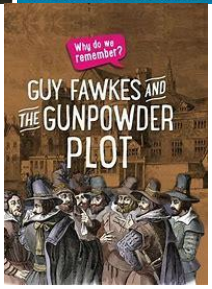


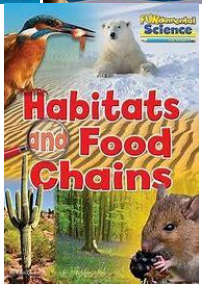


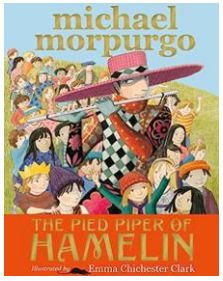


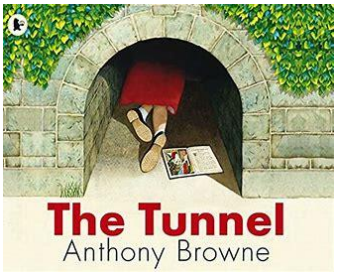










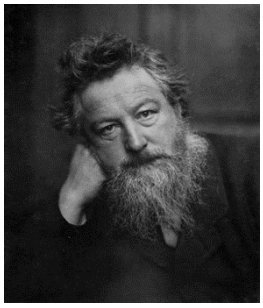


Phonics

PSHE

I safe

Jigsaw

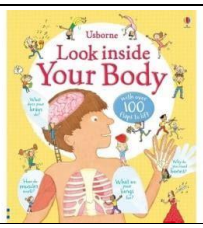
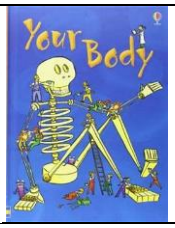
Sparling Starts/ Energisers/ Fabulous Finishers	1. Holdenby House School Trip 2. Oliver! Year 2 Production
Key Artists/ Art works	**Henri Matisse 31 Dec 1869 - 03 Nov 1954 (age 84)** Henri Matisse was a French artist known for making colourful works of art. He used a variety of materials in his work, including paint, bronze (for his sculptures), and he also made drawings using charcoal. As Matisse became older, he began to work with brightly coloured paper and would 'paint with scissors' to cut out shapes, animals, leaves, dancers and flowers and then arrange them. **William Morris - patterns, stained glass windows** William Morris (24 March 1834 – 3 October 1896) was a British textile designer, poet, novelist, translator, and socialist activist associated with the British Arts and Crafts Movement.  **LS Lowry** **LS Lowry was a painter who painted pictures of the industrial heartlands of England. He is famous for using 'matchstick men' in his creations and reflecting everyday life.** Leonardo da Vinci – The Mona Lisa Johannes Vermeer – The Girl with the Pearl Earing

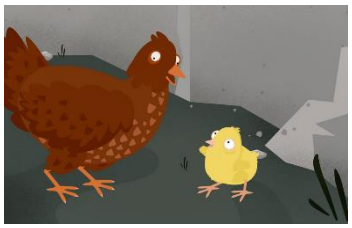
Key Composers/ Compositions:	Music and songs from the musical Oliver! For The Beauty Of The Earth by Folliott S. Pierpont and John Rutter, arranged by Luc Vertomnen Fascinating Rhythm by George Gershwin Sparkle in the Sun by Joanna Mangona and Chris Taylor The Orchestra Song by Joanna Mangona and Pete Readman Listen by Joanna Mangona and Pete Readman Eye Of The Tiger by Frankie Sullivan and Jim Peterik of the band Survivor Boléro by Maurice Ravel

Science

	Knowledge/Vocabulary	Skills
Animals Needs For Survival	• **Bird** – An animal with feathers, wings and a beak. • **Feathers** – The soft covering on the outside of birds. • **Beak** – The hard, pointed part of a bird's mouth and nose. beak • **Insect** – A small animal that has three body sections and six legs. • **Insectivore** – An animal that eats insects, worms and spiders. • **Mammal** – An animal with fur or hair on its body. • **Adult** – A human is a type of mammal. A fully grown human is called an **adult**. • **Baby** – A newborn human. • **Shelter** – A place that gives protection from weather or danger. • **Fish** – Animals that live in water and have fins and gills. Most fish have scales. • **Scales** – Small, hard layers that grow from the skin. scales • **Gills** – The part of the body that fish use to breathe. • **Fin** – A thin part of a fish that sticks out from its body to allow it to balance and swim in the water. fin • **Mammal** – An animal with hair or fur on its body. • **Fur** – The fine, soft hair found on different animals. • **Carnivore** – An animal that eats other animals. • **Herbivore** – An animal that eats plants. • **Omnivore** – An animal that eats plants and other animals. • **Amphibian** – An animal that lives on land and in water. • **Webbed feet** – Toes that are joined together to help with swimming. • **Frog** – A small amphibian with moist, smooth skin. • **Toad** – A small amphibian with dry, bumpy skin. • **Newt** – A small amphibian with a long tail. • **Reptile** – An animal with dry scales on its body. • **Scales** – Small, hard layers that grow from the skin. scales • **Carnivore** – An animal that eats other animals. • **Herbivore** – An animal that eats plants. 	Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Ask simple questions and recognise that they can be answered in different ways. Make simple predictions based on a question. Identify what they will change and keep the same. Observe closely, using simple equipment. Use their observations and ideas to suggest answers to answer questions. Talk about what they have found out and how they found it out. (non-statutory) Gather and record data to help in answering questions. Identifying and classifying.

ASK BIG QUESTIONS	What is a mammal? What is a bird? What is a reptile? What is an amphibian? What is a fish? What is a human?

Books to be Read	 

	National Curriculum PoS	Learning	Lesson Knowledge
Step 1 Animals Needs for Survival	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Working scientifically – Asking simple questions and recognising that they can be answered in different ways.	What is a mammal? In Year 1, children identified familiar mammals and described their basic structure. In this small step, children build on this as they explore mammals' needs for survival. It is important that children are confident with the definition of a mammal before they think about their needs for survival. Children should know that all mammals need air, water, food and shelter to survive. In Year 2, children should use the term "air" instead of oxygen, as they have not yet been introduced to gases. They will need to recap the terms "carnivore", "omnivore" and "herbivore" so they can differentiate between different dietary requirements. There is an opportunity for children to think about sustainability within this step. Children can explore how they can help to protect and care for mammals in their local area.	• **Mammal** – An animal with hair or fur on its body. • **Fur** – The fine, soft hair found on different animals. • **Carnivore** – An animal that eats other animals. • **Herbivore** – An animal that eats plants. • **Omnivore** – An animal that eats plants and other animals.
Step 2 Animals Needs for survival	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Working scientifically – Gathering and recording data to help in answering questions	What is a bird?  In this small step, children look at birds and explore their needs for survival. Children should understand that birds have the same needs as mammals. It is important that they are shown a wide range of examples, including flightless and swimming birds. Children will be introduced to the term "insectivore" within this step. This can be linked to the use of the terms carnivore, herbivore and omnivore in the previous step. Within this step, children could gather and record data by completing a bird watch in the local area. This could be repeated later in the year to compare data in different seasons. Children have not yet used tally charts so should record the data in numerals.	• **Bird** – An animal with feathers, wings and a beak. • **Feathers** – The soft covering on the outside of birds. • **Beak** – The hard, pointed part of a bird's mouth and nose. • **Insect** – A small animal that has three body sections and six legs. • **Insectivore** – An animal that eats insects, worms and spiders.

Step 3 Animals Needs for survival	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Working scientifically – Identifying and classifying.	What is a fish? In this small step, children look at fish and their needs for survival. They will recap the basic features of fish before understanding that fish need air, water, food and shelter to survive. By the end of this step, children should identify that fish have the same needs for survival as birds and mammals. This step introduces the enquiry question for this block. Children will be carrying out an identifying, grouping and classifying enquiry. Children should record their initial ideas and think of ways they can group animals based on their needs for survival. It is important that children are using examples of mammals, birds and fish to identify any similarities and differences.	• **Fish** – Animals that live in water and have fins and gills. Most fish have scales. • **Scales** – Small, hard layers that grow from the skin. • **Gills** – The part of the body that fish use to breathe. • **Fin** – A thin part of a fish that sticks out from its body to allow it to balance and swim in the water.
Step 4 Animals Needs for survival	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Working scientifically – Identifying and classifying.	What is an amphibian? In this small step, children should name and identify common examples of amphibians before looking at their needs for survival. Children may think that amphibians are fish as they spend part of their life in water. It is important to explore the differences between these two animal groups. Children should identify amphibians' needs for survival and compare these to other animal groups. Children continue to explore the enquiry question in this step and should be given opportunities to develop their ideas throughout. This can be done through sorting and grouping activities. Encourage children to sort the animals based on their needs for survival rather than their physical features.	• **Amphibian** – An animal that lives on land and in water. • **Webbed feet** – Toes that are joined together to help with swimming. • **Frog** – A small amphibian with moist, smooth skin. • **Toad** – A small amphibian with dry, bumpy skin. • **Newt** – A small amphibian with a long tail.
Step 5 Animals Needs for survival	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Working scientifically – Gather and record data to help in answering questions.	What is a reptile? In this small step, children continue to look at the needs for survival of different animal groups. This step is focused on the needs of reptiles. Children recap knowledge from Year 1 where they named and identified some familiar reptiles and labelled some common features. By the end of this step, children should understand that reptiles need air, water, food and shelter to survive. Reptiles also need external heat to survive as they cannot generate their own body heat. This could be used as a key difference when sorting animals based on their needs for survival. Children need to discuss their answers to the enquiry question as their knowledge of animals develops.	• **Reptile** – An animal with dry scales on its body. • **Scales** – Small, hard layers that grow from the skin. • **Carnivore** – An animal that eats other animals. • **Herbivore** – An animal that eats plants.

Step 6 Animals Needs for survival	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Working scientifically – Using their observations and ideas to suggest answers to questions.	What is a human? In this small step, children look at the basic needs for survival in humans. In Year 2, children should understand that humans are mammals. They should recap the features of mammals from Step 1 before applying this knowledge to categorise humans as mammals. By the end of this step, children should identify the needs for survival in humans. They should explore the similarities and differences between humans and other animal groups. Children should present their findings and provide an answer to the enquiry question for this block. This can be verbally, through simple written statements, or by creating drawings and diagrams	• **Mammal** – An animal with fur or hair on its body. • **Adult** – A human is a type of mammal. A fully grown human is called an **adult**. • **Baby** – A newborn human. • **Shelter** – A place that gives protection from weather or danger.

History

History Knowledge / Vocabulary	Skills
Key Facts **Who was Mary Seacole?** — Mary Seacole was a nurse. Her mother was Jamaican and her father was Scottish. She travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War. She set up a hospital called the British Hotel to look after soldiers. **Who was Florence Nightingale?** — Florence Nightingale was a nurse. She made hospitals cleaner for patients and looked after soldiers in the Crimean War. She set up the Nightingale Training School for nurses in 1860. **1805** Mary Seacole is born. **1820** Florence Nightingale is born. **1853** Florence becomes a nurse. Crimean War starts. **1854** Florence goes to nurse soldiers in the Crimean War. **1855** Mary Seacole pays for herself to travel to treat soldiers in the Crimean War. **1856** The Crimean War ends. Mary returns to England. **1860** Florence sets up her nursing school. **1865** Edith Cavell is born. **1896** Edith becomes a nurse. **1907** Edith takes charge of the training school in Brussels. **1914** First World War breaks out. **1915** Edith is killed. **The life of Queen Victoria** • Queen Victoria was only 18 when she became **Queen**. • At the start of Queen Victoria's reign, many **children** had to **work**. By the time the queen died, more children were able to go to **school**. • When Victoria became Queen in 1837, most people travelled by horse or on foot. The Railway Age began during the queen's reign. • **Prince Albert** died when he was 42. Queen Victoria was extremely **upset**. The queen was so sad that she dressed in **black clothes** for the rest of her life.	Speak about how he/she has found out about the past (organisation and communication) Record what they have learned by drawing and writing (organisation and communication) Show an awareness of the past, using common words and phrases relating to the passing of time Describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods Use a wide vocabulary of everyday historical terms Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events] Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented

Key Facts

- The Victorians were the people who lived during the reign of Queen Victoria.
- More and more factories and workhouses were built for people to work in, so towns and cities grew.
- The railways grew so people could travel faster and further.
- The poor were very poor - they worked in workhouses and factories.
- Many rich people had servants.
- There was no electricity.
- Not many people could read or write but Queen Victoria made all children go to school.
- Children were made to work in dangerous places such as in coal mines or as chimney sweeps. They worked very long hours for very little money.

Key Vocabulary

Queen Victoria	Became Queen at 18 and reigned from 1837 - 1901 (64 years).
Lord Shaftesbury	Made laws to help protect children from working long hours in poor and dangerous conditions.
Lewis Carroll	Author of Alice in Wonderland.
Charles Dickens	Author of Oliver Twist.
Alexander Graham Bell	Credited with inventing the telephone.
Sir Robert Peel	Created the modern police force.

Key Vocabulary

factory	A building where things are made, often by machines.
mining	Digging coal and other products from deep below the ground.
reign	The time that someone is king or queen.
typewriter	A machine used to type letters onto paper.
workhouses	Places where poor people, including children, would live in exchange for working. The conditions were very bad.

Victorian Inventions

telephone

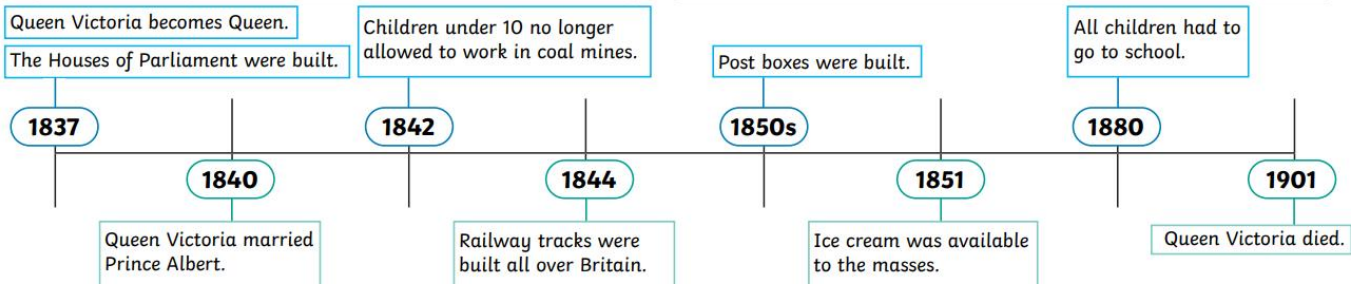
motorcar

typewriter

bicycle

bank holidays and seaside holidays

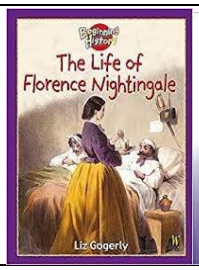
moving films

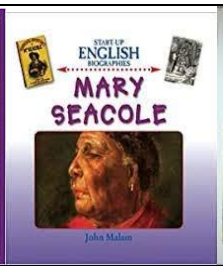


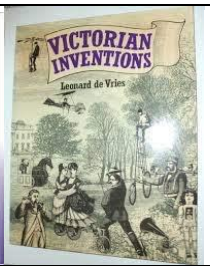
ASK BIG QUESTIONS

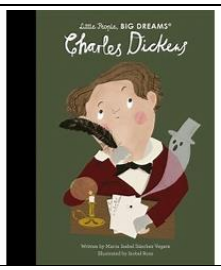
What makes a significant person?
Who was Queen Victoria?
Who was Mary Seacole?
Who was Mary Nightingale?
What were Mary Nighingale and Mary Seacole similar and different?
Why is Charles Dickens a significant person?

Books to be Read

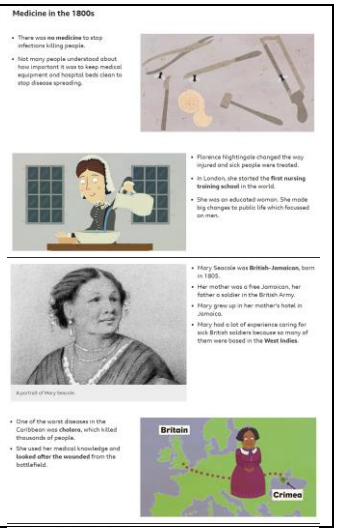
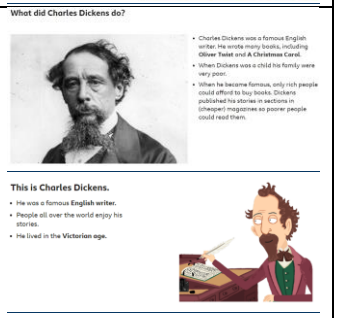




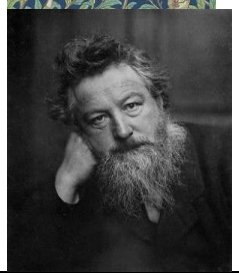




	National Curriculum PoS	Learning	Lesson Knowledge
Step 1 Significant people from The Victorian Period	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	**What makes a significant person?** Who are the significant people in our lives? Children to talk about who are the significant/important people in their own lives. Why are they important? Encourage children to give a reason explaining why they are important, for example; that person looks after them, helps them to learn new things or makes them happy.	A significant person is a person who is important or influential in a child's life. A significant person is history means someone we can find evidence of that has been important, or changed history with what they have said or done.
Step 2 Significant people from The Victorian Period	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	**Who was Queen Victoria?** Children to research Queen Victoria and her life using IPad and create a fact file about her discussing why she was an influential and significant figure in British history.	
Step 3 Significant people from The Victorian Period	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	**Who was Mary Seacole?** Children research and share learning on how Mary Seacole influenced nursing during the Crimean war and how she overcame challenges to help soldiers.	
Step 4 Significant people from The Victorian Period	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	**Who was Florence Nightingale?** Children create a story map of the life of Florence Nightingale and explore how she is a significant figure in British history.	

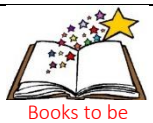
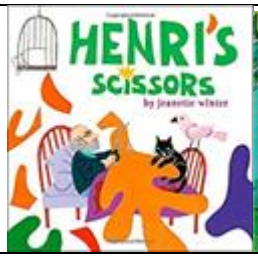
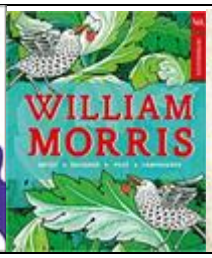
Step 5 Significant people from The Victorian Period	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	**How were Mary Seacole and Florence Nightingale similar and different?** Children to complete a comparison chart comparing both Mary Seacole and Florence Nightingale, their lives and impact on British History.	
Step 5 Significant people from The Victorian Period	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	**Why is Charles Dickens a significant figure from history?** Children research the life of Charles Dickens, reading from secondary sources about his life and discussing the significance of his impact in history.	

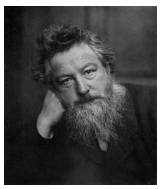
Art/DT

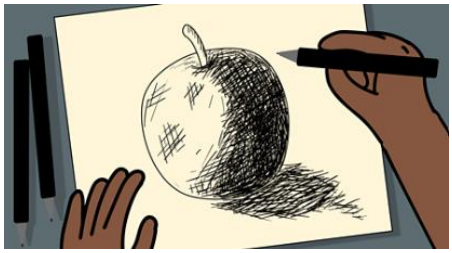
	Key works of art to recognise/ Artists to know:	Vocabulary/ Knowledge (see BIG Questions)	Skills (ART)	Skills (DT)
Art – DT –	 	**What was Victorian artwork like?** **Who was William Morris?** **What is he best known for?** **Who was Henri Matisse? Can you name any of his artwork?** **What is a silhouette portrait?** **What does 'wax resist' mean?**	Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Children know how to use different grades of pencil in my drawing for a specific purpose. Children know how to use charcoal, pencil, pens and pastels. Children know how to create different tones using light and dark. Children know how to show patterns and texture in drawings.	**Technical** 1. **design** purposeful, functional, appealing products for himself/herself and other users based on design criteria 2. **generate, develop, model and communicate** his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 3. **select from and use** a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 4. **choose materials** and explain why they are being used depending on their characteristics 5. **evaluate** his/her ideas and products against design criteria 6. join materials together as part of a moving structure 7. **explore and use mechanisms** e.g. levers, sliders, wheels and axles, in his/her products

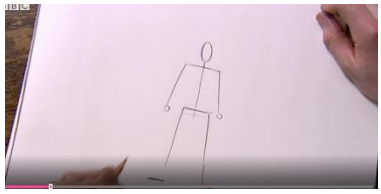
Key works of art to recognise/ Artists to know:	Skills and Knowledge.	
	What is a portrait? **Why are some portraits famous?** **Who painted these portraits?** A portrait is a picture of a person or people. It could be a painting, drawing or a photograph. Leonardo Da Vinci painted The Mona Lisa in 1503. The Girl with a Pearl Earing was painted by Johannes Vermeer in 1665.	to become proficient in drawing, painting, sculpture and other art, craft design techniques. Children know how to use different grades of pencil in my drawing for a specific purpose. Children know how to use charcoal, pencil, pens and pastels. Children know how to create different tones using light and dark. Children know how to show patterns and texture in drawings. Children know how to use a viewfinder to focus on a specific part of an artefact before drawing it.

	Why do we have different grade pencils? How can we create a wax resist? What is a repeating pattern? What are the primary colours? Who was Henri Matisse/William Morris? What is a collage?

 Books to be Read	 

	National Curriculum PoS	Learning	Lesson Knowledge
Step 1	To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Reading priority	**Who was William Morris?** Share information about William Morris. Discuss the information and compare to the children's own printing from the previous half term. How did they compare? Allow children to analyse artwork and discuss.  Discuss the repetition in the patterns. Activity: Children to record one fact about Willaim Morris.	Children know how to suggest how artists have used colour, pattern and shape.
Step 2	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	**What is a print?** Recap: Who was William Morris? What was his artwork like?	Children know how to design patterns of increasing complexity and repetition.

		 Show examples of William Morris's art (wallpapers) and discuss the repeating patterns. William Morris famously created wallpaper which consisted of repeating patterns. Children will go outside and observe plant/leaf shapes. Photos to be taken of the shapes found. Activity: Practise sketching leaf/plant shapes in sketchbooks and create a repeating pattern using 3 or 4 shapes to create a draft for the next lesson.	Children know how to create a piece of work in response to another artist's work.
Step 3	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Children know how to use a variety of techniques, inc. monoprint, block, relief and resist printing.	What is a repeating pattern? Remind the children of William Morris's repeating pattern art. Allow the children time to review their sketching from the previous week - What worked well? What may need improving? Discuss the colours used in Morris's art. The children will create a repeating pattern onto a whiteboard and use this for monoprinting.	Children know how to design patterns of increasing complexity and repetition. Children know how to create a piece of work in response to another artist's work. Children know how to print using a variety of materials, objects and techniques
Step 4	To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Who was Henri Matisse? Look at the picture. What do you think it could be? What do you notice about the picture? How is this similar to artwork we have studied before? (Firework collage Autumn term) Look at a variety of Matisse's work and create our own collages to display in school.	Children know how to create a piece of work in response to another artist's work.
Step 1	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	**What is shading?**  Look closely at a selection of different portraits. What do you notice? How has the artist created those effects? Demonstrate how shading is used to create effect. Include the ideas below and let the children experiment.	Children know how to use different grades of pencil in my drawing for a specific purpose. Children know how to use charcoal, pencil, pens and pastels. Children know how to create different tones using light and dark. Children know how to show patterns and texture in drawings. Children know how to use a viewfinder to focus on a specific part of an artefact before drawing it.

Step 2	To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	**Who was LS Lowry?** Children look at movement of each other's bodies on the playground and look at how the human body is proportioned. Using our school as a stimulus, create a portrait in the style of L.S Lowry. 	Children know how to create a piece of work in response to another artist's work. Laurence Stephen Lowry RBA RA was an English artist. His drawings and paintings depict Pendlebury, Lancashire, where he lived and worked for more than 40 years, Salford and its vicinity.
Step 3	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination**	**How can I draw a figure?**  Children use photographs and artists models to create a proportioned stick figure. Then, adding detail to complete full body self-portrait.	A portrait is a **representation of a person**. A self-portrait is a portrait of the artist by the artist. A good portrait can draw the viewer in and reveal something about the subject's personality, instead of being only a good likeness.
DT Step 1	Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, Model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	**Explore some Victorian toys.** We are going to be designing and making our own Victorian toy. Show the children- a jack in the box and dancing doll**- they are going to be choosing to design one of these toys.** **In sketchbooks design their toy- thinking about how are they going to make it move.** 	**Technical** **design** purposeful, functional, appealing products for himself/herself and other users based on design criteria
Step 2	Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	**Make their jack in the box/ dancing doll toy using the materials provided.** 	**Evaluate** his/her ideas and products against design criteria **Join** materials together as part of a moving structure **Explore and use mechanisms** e.g. levers, sliders, wheels and axles, in his/her products
Step 3	**Evaluate** his/her ideas and products against design criteria	**What could I do to improve my model?** In pairs pupils evaluate their finished lighthouses using the two tickled pinks and the green for growths to evaluate.	**Evaluate** his/her ideas and products against design criteria **Join** materials together as part of a moving structure **Explore and use mechanisms** e.g. levers, sliders, wheels and axles, in his/her products

Geography

Knowledge/ Vocabulary

Magical Mapping — Year 2

Key Vocabulary

sketch map	A simple map with only basic details.
key	Helps us understand map symbols. Also known as a legend.
compass rose	This is printed on a map to show different directions.
map symbol	A picture or a sign on a map that represents something else.
Ordnance Survey	A survey organisation in the UK which prepares very detailed maps of the country.
route	A way of getting from a start point to a finish point.
compass	A tool which shows people which direction they are travelling in and helps them find their way.
climate	The usual weather conditions of an area.

What Is a Map?

A map is a drawing of an actual place that uses lines and **symbols** to represent real-life objects. People have used maps for hundreds of years to help them travel from place to place.

Types of Maps

There are many different types of maps, such as:
Sketch maps
Road maps
Ordnance Survey maps
Climate maps

Key Features

Key features of maps include: a title, **a compass rose**, **symbols**, **a key** and different colours for important things, such as green for forests and blue for rivers.

Compass Directions

People use a **compass** to help them position and use a map accurately. The main points of a **compass** are north, south, east and west.

Planning a Route

When planning a journey using a map, people think about the quickest or safest **route**.

Key Vocabulary

atlas	A collection of maps in one book.
continent	A very large area of land that includes all the islands with it. There are seven **continents**: Africa, Antarctica, Australasia, Asia, Europe, North America and South America.
ocean	A large area of salt water. There are five **oceans**: the Arctic, Atlantic, Indian, Pacific and Southern **Oceans**.
physical feature	A feature that has been formed by nature.
aerial view	A view from above. Also known as a 'bird's-eye' view.
human feature	A feature that has been made or changed by humans, e.g. bridges.

Using an Atlas

An **atlas** shows maps of **continents**, countries, **oceans** and the **physical features** of a place.
Its contents page shows a list of all the maps and the page that they can be found on.
The index page lists, in alphabetical order, all of the countries, cities and towns that can be found in the **atlas** and shows which page number to look on.

Did you know?

A map maker is called a cartographer.

The oldest maps were made on clay tablets.

Physical Features

Atlases show us the **physical features** of a place. These can include forests, lakes and rivers. On the index page beside the page number, there is sometimes a letter that tells you the kind of feature it is, e.g. m = mountain and r= river.

An Aerial View

Maps are usually drawn from an **aerial view**. We can look at **aerial** photographs to see the main **physical** and **human** features of places. **Aerial** photos are photos taken by aircraft or other flying objects, e.g. drones. A satellite photo is taken from a satellite in space.

More About Maps

Did You Know...?

Maps cannot possibly show everything. They are drawn to scale.

Seas are smaller areas of water than **oceans**. They are found where the land and water meet.

Skills

To usse world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;

To use simple compass directions and locational and directional to describe the location of features and routes on a map;

To devise a simple map; and use and construct basic symbols in a key;

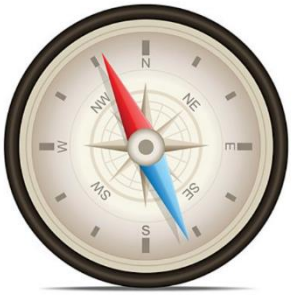
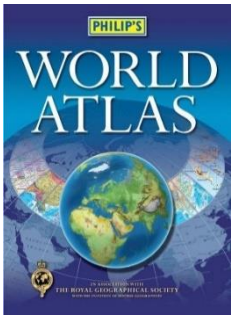
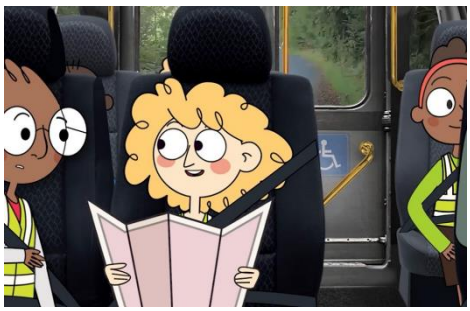
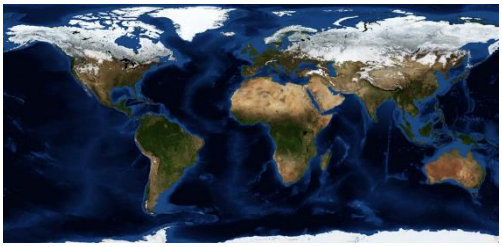
To use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features. Using a range of methods;

To use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.

To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; Name and locate the world's seven continents and five oceans;

ASK BIG QUESTIONS	What is a map? How does a compass work? What is an atlas? How can I use an atlas to learn about the world? What is an aerial photograph? How can we map our oceans and seas?

	National Curriculum PoS	Learning	Lesson Knowledge
Step 1 Mapping	• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**What is a map?** Children devise simple maps; and use and construct basic symbols in a key in the context of the school.	A map is a drawing of an actual place that uses lines and symbols to represent real-life objects. People have used maps for hundreds of years to help them travel from place to place. There are many different types of maps, such as: Sketch maps Road maps Ordnance Survey maps Climate maps
Step 2 Mapping	• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**How does a compass work?** Children use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment.	People use a compass to help them position and use a map accurately. The main points of a compass are north, south, east and west

Step 3 Mapping	• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;	What is an atlas?  Children to use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills.	n atlas shows maps of continents, countries, oceans and the physical features of a place. Its contents page shows a list of all the maps and the page that they can be found on. The index page lists, in alphabetical order, all of the countries, cities and towns that can be found in the atlas and shows which page number to look on.
Step 4 Mapping	• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;	How can I use an atlas to learn about the world?  Children too use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills. Also, to use an atlas to find places in the UK, To name and locate the world's seven continents and five oceans in the context of the developing atlas skills.	Atlases show us the physical features of a place. These can include forests, lakes and rivers. On the index page beside the page number, there is sometimes a letter that tells you the kind of feature it is, e.g. m = mountain and r= river. A map maker is called a cartographer.
Step 5 Mapping	• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	What is an aeriel photograph?  Children to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment in the context of aerial photographs.	aps are usually drawn from an aerial view. We can look at aerial photographs to see the main physical and human features of places. Aerial photos are photos taken by aircraft or other flying objects, e.g. drones. A satellite photo is taken from a satellite in space.
Step 6 Mapping	• name and locate the world's seven continents and five oceans; • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;	How can we map our oceans and seas?  Children can use an atlas to find the five main oceans of the world and can explain the difference between seas and oceans. They use the atlas to begin to locate some of the world's main seas.	Seas are smaller areas of water than oceans. They are found where the land and water meet.

Computing

Kowledge/ Vocabulary

What Is Technology?

Technology is any tool, device or system that helps us to do something or solve a problem.

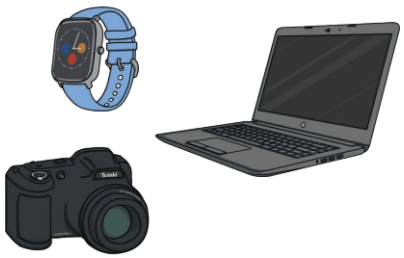
Key Vocabulary

artificial intelligence (AI)	Computers that can think and learn like humans.
augmented reality (AR)	The real world combined with computer generated images and models.
digital device	Any piece of equipment that contains a computer or microcontroller, such as a smartphone, smartwatch or laptop.
virtual reality (VR)	A way of using technology to make someone feel like they are somewhere else.
World Wide Web	An information system of shared web pages on the Internet.

What Is Information Technology?

Information technology is:

- technology that creates, stores or exchanges information;
- technology that is a computer or that needs a computer to work.



What Is a Network?

When two or more computers are connected to one another it is called a network. Network connections can be made using wires or wireless technology.

A network lets computers share information with each other.

The Internet is a network of computers from all over the world.

Significant Individuals in IT

Ada Lovelace was the first computer programmer.

Alan Turing designed the first modern computer.

Bill Gates created an operating system called Windows.

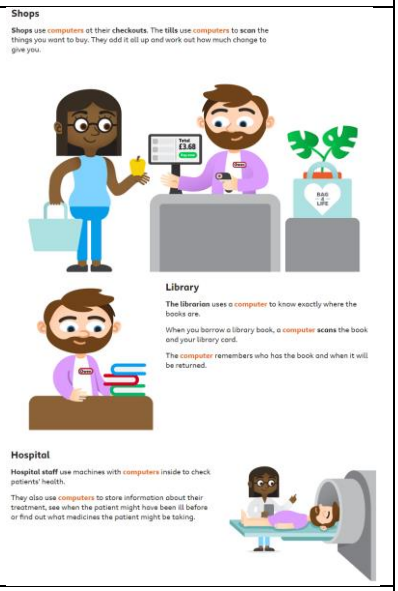
Sir Tim Berners-Lee created the World Wide Web.

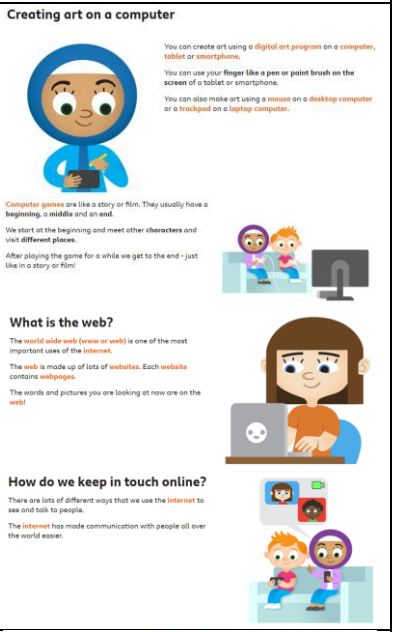
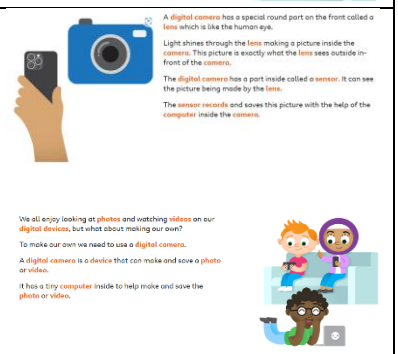
How Have Digital Devices Changed over Time?

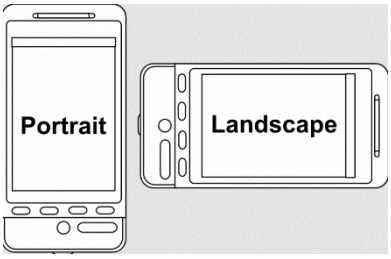
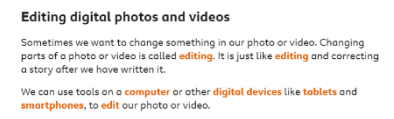
Digital devices have become smaller and more mobile. Modern digital devices work more quickly and are more powerful. They are easier for people to use.

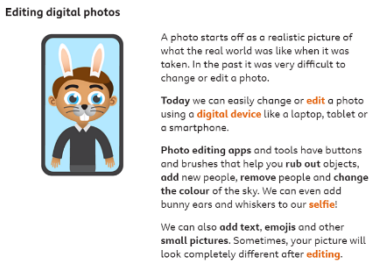
ASK BIG QUESTIONS	What is IT? How can I use IT in school? How is IT used in the world? What are the benefit of IT? How can we use IT safely? How can we use IT in different ways? How can we use IT to take a photograph? What is the difference between landscape and portrait? What makes a good photograph? How does lighting change a photograph? How can I edit an image? Are all photographs real?

+ ∽	National Curriculum PoS	Learning	Lesson Knowledge

	● Use technology purposefully to create, organise, store, manipulate, and retrieve digital content ● Recognise common uses of information technology beyond school ● 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	**What is IT?** Learners will develop their understanding of what information technology (IT) is. They will identify devices that are computers and consider how IT can help them both at school and beyond.	
Step 2 IT around us	● Use technology purposefully to create, organise, store, manipulate, and retrieve digital content ● Recognise common uses of information technology beyond school ● 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	**How can I use IT around school?** Learners will consider common uses of information technology in a context that they are familiar with. They will identify examples of IT and be able to explain the purpose of different examples of IT in the school setting.	
Step 3 IT around us	● Use technology purposefully to create, organise, store, manipulate, and retrieve digital content ● Recognise common uses of information technology beyond school ● 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	**Hoe is IT used around the world?** Learners will begin to explore IT in environments beyond school, including home and familiar places such as shops. They will talk about the uses of IT in these environments and be able to explain that IT is used in many workplaces.	
Step 4 IT around us	● Use technology purposefully to create, organise, store, manipulate, and retrieve digital content ● Recognise common uses of information technology beyond school ● 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	**How does IT benefit us?** Learners will explore the benefits of using IT in the wider world. They will focus on the use of IT in a shop and how devices can work together. Learners will sort activities based on whether they use IT or not and will be able to say why we use IT.	

Step 5 IT around us	● Use technology purposefully to create, organise, store, manipulate, and retrieve digital content ● Recognise common uses of information technology beyond school ● 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	**How can we use IT safely?** Learners will consider how they use different forms of information technology safely, in a range of different environments. They will list different uses of IT and talk about the different rules that might be associated with using them. Learners will then say how rules can help keep them safe when using IT.	
Step 6 IT around us	● Use technology purposefully to create, organise, store, manipulate, and retrieve digital content ● Recognise common uses of information technology beyond school ● 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	**How can we use IT in different ways?** Learners will think about the choices that are made when using information technology, and the responsibility associated with those choices. They will use IT in different types of activities and explain that sometimes they will need to use IT in different ways.	
Step 1 Digital Photography	● Use technology purposefully to create, organise, store, manipulate, and retrieve digital content ● Recognise common uses of information technology beyond school ● 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	**How can we use IT to take a photograph?** This lesson introduces the concept that many devices can be used to take photographs. In the lesson, learners begin to capture their own photographs.	

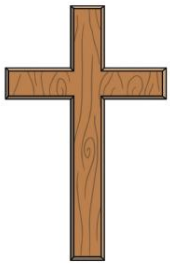
Step 2 Digital Photography	• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**What is the difference between portrait and landscape?** A photograph can be taken in either portrait or landscape format. In this lesson, learners explore taking photographs in both portrait and landscape formats and explore the reasons why a photographer may favour one over the other.	 
Step 3 Digital Photography	• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Recognise common uses of information technology beyond school • 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	**What makes a good photograph?** A photograph is composed by a photographer. In this lesson, learners discover what constitutes good photography composition and put this into practice by composing and capturing photos of their own.	• **Positioning**: Is it obvious what the main subject of the photograph is? • **Framing**: How well is the subject matter framed? • **Detail**: Are you close enough that you can see the detail?
Step 4 Digital Photography	• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Recognise common uses of information technology beyond school • 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	How does lighting change a photograph? This lesson introduces the concepts of light and focus as further important aspects of good photography composition. In this lesson, learners investigate the effect that good lighting has on the quality of the photos they take, and explore what effect using the camera flash and adding an artificial light source have on their photos. They also learn how the camera autofocus tool can be used to make an object in an image stand out.	Our eyes are better at seeing the world than many cameras are and so sometimes it doesn't look dark to us, but the photo we take is dark. Explain that to prevent their images turning out too dark, good photographers will check that there is enough light. Photographers sometimes use artificial light in the form of a flash.
Step 5 Digital Photography	• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Recognise common uses of information technology beyond school • 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	How can I edit an image? This lesson introduces the concept of simple image editing. Learners are introduced to the Pixlr image editing software and use the 'Adjust' tool to change the colour effect of an image.	 Photographs can be drawn on, added to or have a filter placed over them. Colours can be adjusted to create different effects.

Step 6 Digital Photography	● Use technology purposefully to create, organise, store, manipulate, and retrieve digital content ● Recognise common uses of information technology beyond school ● 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	Are all photographs real? This lesson introduces the concept that images can be changed for a purpose. Learners are introduced to a range of images that have been changed in different ways and through this, develop an awareness that not all images they see are real. To start the lesson, learners are first challenged to take their best photograph by applying the photography composition skills that they have developed during the unit.	 We should always question if a picture that we have found is real. There are always reasons why someone may have changed a picture to make it look better.

RE

Knowledge/ Vocabulary

Key Vocabulary
charity
Christian
disciple
Gospel
Holy Trinity
parable
permanent



Who Is God?

Christians believe that God is the creator of the universe, including the heavens and the Earth. They believe that God is all-powerful and forgiving. He sent Jesus Christ, His son, to die for the forgiveness of human **sin**.

The Holy Trinity

God the Father	God the Son	God the Spirit
God the Father refers to God being loving, kind and forgiving and watching over all living creatures. Many **Christians** will say the 'Our Father' **prayer** to thank God.	God the Son refers to Jesus Christ, who came to Earth as a man. Although Jesus is the Son of God, he is also God in human form. **Christians** believe that Jesus died for the forgiveness of human **sin**.	The Holy Spirit refers to God's power in action and the impact of His force. It is not a person, but a divine force that, **Christians** believe, created the universe and everything in it.

The cross is the most important symbol of Christianity. It represents the sacrifice made by Jesus when he was crucified.

Key Vocabulary

prayer
sin
worship

Forgiveness

God's forgiveness is **permanent**.

God's forgiveness is free.

Christians should try to forgive others, as they have been forgiven by God.

The Parables of Jesus

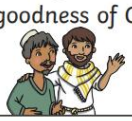
Jesus told **parables** to explain his teachings.

The Parable of the Good Samaritan teaches people to love their neighbour.

The Parable of the Lost Sheep teaches that God loves everybody, no matter what they may have done.

The Teachings of Jesus

Jesus taught about the goodness of God.



Jesus taught how to be kind.

Jesus taught about God's forgiveness.

How Do Christians Show Their Faith?

Worship: honouring and giving thanks to God.

Sharing the message: spreading the message of God's love.

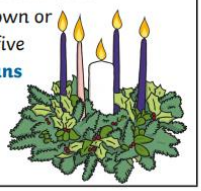
Putting Jesus' teachings into action: showing kindness and love to others.

Key Vocabulary

Advent	The four weeks leading up to **Christmas** (starting on the nearest Sunday to 30th November).
Christians	Followers of the religion of Christianity.
Christmas	The **Christian** festival that **celebrates** the birth of **Jesus**. **Christmas** Day is **celebrated** on 25th December.
Jesus	The founder of Christianity, believed by **Christians** to be the son of God.
Bethlehem	The place of **Jesus**' birth.
celebrate	To take part in enjoyable activities for a particular occasion.
Diwali	The **Hindu** festival of light.
Hindu	Followers of the religion of Hinduism.

Advent

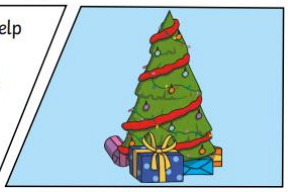
Advent is the start of the **Christian** year. It is when **Christians** start to prepare for **Christmas**. Churches display an **advent** crown or wreath. These usually contain five candles, which remind **Christians** about the light of God coming into the world through the birth of **Jesus** Christ.



Light is important to **Christians**, as they believe **Jesus** to be the 'light of the world', bringing light and hope to people, even in times of darkness.

Christmas

Christians use lights to help them **celebrate Christmas**. There are many types of lights, e.g candles, tree lights and hanging light decorations. A star is often placed on top of the **Christmas** tree, as a reminder of the star that led the Three Wise Men to **Bethlehem**.



Christingle

Many churches and schools hold Christingle services. A Christingle is an orange decorated with a red ribbon, sweets and a candle. The lit candle represents **Jesus** as the 'light of the world.'

Diwali

Diwali is celebrated by **Hindus** and Sikhs in October or November. It is the start of the **Hindu** new year and lasts for five days. The word '**Diwali**' comes from a word that means 'lighted row of lamps'.

Key Vocabulary	
exile	To be made to stay away from home.
victory	A win against the enemy.
evil	Very bad.
diva	A small oil lamp (usually made from clay).
Lakshmi	The Hindu goddess of wealth.
Hanukkah	The Jewish festival of light (also known as Chanukah).
Jewish	Relating to the religion of Judaism (or the followers of that religion).
miracle	An amazing event that happened, but cannot be explained.
menorah	A special candlestick used in Jewish worship.

Diwali

Diwali celebrates the victory of good over evil and light over darkness. At Diwali, some Hindus remember the story of Rama and Sita returning from exile, where their way home was lit by lamps. Hindus light diva lamps at Diwali to welcome Lakshmi into their homes.

Fireworks are set off during Diwali celebrations.

Hanukkah

Hanukkah celebrates one of the greatest miracles in Jewish history. After their temples were destroyed by the King's army, the Jews found a tiny amount of oil at the temple in Jerusalem to light a menorah. The menorah had seven branches. It kept burning for eight days and nights - a miracle!

The Hanukkah Menorah

A Hanukkah menorah has nine branches, not seven. The branch in the middle, holds the candle that is used to light the others.
On each night of Hanukkah, a branch of the menorah is lit as a reminder that God is with you, even during difficult times.

Celebrating Hanukkah

Jewish people eat oil-based foods during Hanukkah. The festival begins in December or late November. Presents and coins are given and a game called Dreidel is played.

ASK BIG QUESTIONS

Why is God important to Christians?
What do Christians believe God is like?
Is God forgiving?
What do we know about Jesus?
What did Jesus teach Christians?
What are Christians like today?
What is Advent?
Why is light important at Christmas?
What is the story of Rama and Sita?
Why is light important at Diwali?
What is Hanukah?
How is light important to Jews at Hanukah?

	MK Local Syllabus Skills	Learning	Lesson Knowledge
Step 1 Christianity	Believing Behaving Belonging	Why is God important to Christians? Children understand why God is important to Christans by exploring the idea of having faith in something you can't see and discovering how Christians communicate with God. They can explain what Christians mean by 'God', explain how Christians communicate with God and can talk about the relationship that a Christian forms with God.	• Christians believe in one God. • Christians communicate with God through prayer. • Christians believe that God is the creator of the universe, including the heavens and the Earth. They believe that God is all-powerful and forgiving. He sent Jesus Christ, His son, to die for the forgiveness of human sin

Step 2 Christinatiy	Believing Behaving Belonging	What do Christians believe God is like? To understand what Christians believe about God by exploring God's characteristics and learning about the Holy Trinity. I can talk about some characteristics of the Christian God. I can describe how Christians might think of God in different ways. I can explain the meaning of the Holy Trinity.	• Christians believe in a God that is loving and kind. • God the Father refers to God being loving, kind and forgiving and watching over all living creatures. Many Christians will say the 'Our Father' prayer to thank God. • God the Son refers to Jesus Christ, who came to Earth as a man. Although Jesus is the Son of God, he is also God in human form. Christians believe that Jesus died for the forgiveness of human sin. • The Holy Spirit refers to God's power in action and the impact of His force. It is not a person, but a divine force that, Christians believe, created the universe and everything in it.
Step 3 Christianity	Believing Behaving Belonging	Is God forgiving? To explore the meaning of forgiveness in Christianity by learning about sin, the Fall and the nature of God's forgiveness. I can retell the story of Adam and Eve. I can explain what forgiveness means to Christians. I can explain why Jesus is important in Christianity.	• od's forgiveness is permanent. • esus taught about God's forgiveness. • od's forgiveness is free. • hristians should try to forgive others, as they have been forgiven by God
Step 4 Christianity	Believing Behaving Belonging	What Do We Know About Jesus? To understand why Jesus is important to Christians by exploring who Jesus was and some of the main events in his life, including his death and resurrection. I can talk about some of the ways that Christians describe Jesus. I can recall some of the events in the life of Jesus. I can make links between what Jesus taught and what Christians believe and do.	• od the Son refers to Jesus Christ, who came to Earth as a man. Although Jesus is the Son of God, he is also God in human form. Christians believe that Jesus died for the forgiveness of human sin. • he cross is the most important symbol of Christianity. It represents the sacrifice made by Jesus when he was crucified. • Easter is the most important festival in the Christian calendar. It celebrates **Jesus** rising from the dead, three days after he was executed.

Step 5 Christianity	Believing Behaving Belonging	What did Jesus teach Christians? o understand some of the values taught by Jesus by exploring his teachings and what they mean for Christians today. I know that Jesus' teaching was recorded in the Four Gospels. I can recall some of the parables of Jesus and suggest what they might mean. I can make links between what Jesus taught and what Christians believe and do.	• Jesus told parables to explain his teachings. The Parable of the Good Samaritan teaches people to love their neighbour. The Parable of the Lost Sheep teaches that God loves everybody, no matter what they may have done. • Jesus taught about the goodness of God. • Jesus taught how to be kind • Jesus taught about God's forgiveness.
Step 6 Christianty	Believing Behaving Belonging	What are Christians like today? o understand how a Christian might live their life today by thinking about how the Bible is used, discovering how a Christian might show their faith and learning about some Christian charities. I know how a Christian might use the Bible in their everyday life. I can explain how a Christian might show their faith. I can give examples of how a Christian might put their faith into action.	• Worship: honouring and giving thanks to God • haring the message: spreading the message of God's love • Putting Jesus' teachings into action: showing kindness and love to others
Step 1 Light and Dark	Believing Behaving Belonging	What is Advent? Children understand what Advent is and its importance to Christians.	• Advent is the start of the Christian year. It is when Christians start to prepare for Christmas. Churches display an advent crown or wreath. These usually contain five candles, which remind Christians about the light of God coming into the world through the birth of Jesus Christ.

Step 2 Light and Dark	Believing Behaving Belonging	Why is light important at Christmas? Children learn about the importance of light at Christmas, how it is used and how important the celebration is to the Christian faith.	• Christians use lights to help them celebrate Christmas. There are many types of lights, such as candles, tree lights and hanging light decorations. A star is often placed on top of the Christmas tree, as a reminder of the star that led the Three Wise Men to Bethlehem. • Light is important to Christians, as they believe Jesus to be the 'light of the world', bringing light and hope to people, even in times of darkness.
Step 3 Light and Dark	Believing Behaving Belonging	What is the story of Rama and Sita? Children learn about the story of Rama and Sita and its significance to Hindus, retelling the story using traditional shadow puppets.	• Diwali celebrates the victory of good over evil and light over darkness. At Diwali, some Hindus remember the story of Rama and Sita returning from exile, where their way home was lit by lamps. Hindus light diva lamps at Diwali to welcome Lakshmi into their homes.
Step 4 Light and Dark	Believing Behaving Belonging	Why is light important at Diwali? Children create their own lamps, learning about how Hindus use and celebrate light during Diwali.	• Fireworks are set off during Diwali celebrations. • Diwali is celebrated by Hindus and Sikhs in October or November. It is the start of the Hindu new year and lasts for five days. The word 'Diwali' comes from a word that means 'lighted row of lamps'
Step 5 Light and Dark	Believing Behaving Belonging	What is Hanukah? Children explore the story of the Maccabee Brothers and why Hanukah is important to Jews.	• Hanukkah celebrates one of the greatest miracles in Jewish history. After their temples were destroyed by the King's army, the Jews found a tiny amount of oil at the temple in Jerusalem to light a menorah. The menorah had seven branches. It kept burning for eight days and nights - a miracle!

Step 6 Light and Dark	Believing Behaving Belonging	How is light important to Jews at Hanukah? Children learn about the Menorah, its significance and how light is important and special to Jews during Hanukah.	• A Hanukkah menorah has nine branches, not seven. The branch in the middle, holds the candle that is used to light the others. On each night of Hanukkah, a branch of the menorah is lit as a reminder that God is with you, even during difficult time

Music

Finger Tip Knowledge and Vocabulary

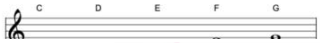
charanga

Knowledge Organiser - Year 2 Unit 1

Musical Spotlight: Pulse, Rhythm and Pitch
Social Question: How Does Music Help Us to Make Friends?

Name:
Class:

Understanding Music	Improvise Together	Listen and Respond
Find and keep a steady beat.	Keep a steady beat when improvising.	Listen to the music carefully, move to the music.
Play or clap simple rhythmic patterns using long and short sounds.	Clap four-beat rhythms, creating long and short sounds.	Respond to the questions and use any musical words you know. Explore your feelings and thoughts towards the music.
Respond to different high and low pitches. 	Improvising using one, two or three notes, using C, D and E. C D E How many notes did you use to improvise - one, two or three?	Enjoy some 'Did You Know?' facts about the song. Do you know any more?

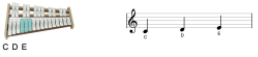
SONG 1 **Music Is In My Soul** Style: Soul	SONG 2 **Hey Friends!** Style: Jazz	SONG 3 **Hello!** Style: Pop
Vocal Singing with a soulful voice and expressing the words with meaning is important. Did you sing with good posture? How fast or slow did you think the tempo of the music was? **Instrumental** Which part did you play? **Glockenspiel:** Part 1: C, D, E, G Part 2: C, D	**Vocal** Singing with actions is fun and helps you to remember the words. Did you sing with actions? What do you think this song is about? **Compose** Which notes or symbols did you compose with? Did you use three notes? OR did you use five notes?  C D E F G	**Vocal** When singing, posture is very important. Try standing or sitting in a relaxed position with level shoulders, hands on your legs and feet placed hip-width apart. How was your posture? Have you been a super star, singing a solo? **Perform** Which songs did you perform? Which was your favourite?

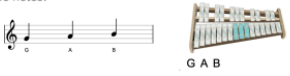
charanga

Knowledge Organiser - Year 2 Unit 2

Musical Spotlight: Playing in an Orchestra
Social Question: How Does Music Teach Us About the Past?

Name:
Class:

Understanding Music	Improvise Together	Listen and Respond
Let's find and keep a steady beat.	Keep a steady beat when improvising.	Listen to the music carefully, move to the music.
Play or clap simple rhythmic patterns using long and short sounds.	Clap four-beat rhythms, creating long and short sounds.	Respond to the questions and use any musical words you know. Explore your feelings and thoughts towards the music.
Respond to different high and low pitches. 	Improvising using one, two or three notes, using C, D and E.  C D E How many notes did you use to improvise - one, two or three?	Enjoy some 'Did You Know?' facts about the song. Do you know any more?

SONG 1 **Sparkle In The Sun** Style: Jazz	SONG 2 **Listen** Style: Pop	SONG 3 **The Orchestra Song** Style: 20ith and 21st Century Orchestral
Vocal Singing with a clear voice and expressing the words with meaning is important. Did you sing with good posture? How fast or slow did you think the tempo of the music was? **Instrumental** Which part did you play? **Glockenspiel:** Part 1: G, A, B Part 2: G, A **Recorder:** Part 1: G, A Part 2: G **Compose** Which notes or symbols did you compose with?	**Vocal** Singing with actions is fun and helps you to remember the words. Did you sing with actions? What do you think this song is about? **Improvise** Which notes did you improvise with? Did you use one, two or three notes?  G A B	**Vocal** When singing, posture is very important. Try standing or sitting in a relaxed position with level shoulders, hands on your legs and feet placed hip-width apart. How was your posture? Have you been a super star, singing a solo? **Perform** Which songs did you perform? Which was your favourite?

Each unit is centred on a Social Question, where children are encouraged to think deeply about the world, their communities and their relationships with others. The Social Question evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world. The songs in each unit have been carefully chosen to support the Social Question.
'How Does Music Help Us to Make Friends?'
'How Does Music Teach Us About the Past?'

Step	Activity 1: Musicianship Options	Activity 2: Listen and Respond	Activity 3: Singing	Activity 4: Playing	Activity 5: Improvising and Composing	Activity 6: Performing
1	**Option 1** Understanding Music **Option 3** Improvise Together	Music Is In My Soul by Joanna Mangona and Pete Readman	Music Is In My Soul by Joanna Mangona and Pete Readman	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
2	**Option 1** Understanding Music **Option 2** Improvise Together	Boléro by Maurice Ravel	Music Is In My Soul by Joanna Mangona and Pete Readman	N/A	Improvise with the Song	Perform and share what has taken place in the lesson
3	**Option 1** Understanding Music **Option 2** Improvise Together	Hey Friends! by Rick Coates	Hey Friends! by Rick Coates	N/A	N/A	Perform and share what has taken place in the lesson
4	**Option 1** Understanding Music **Option 2** Improvise Together	Eye Of The Tiger by Frankie Sullivan and Jim Peterik of the band Survivor	**Option 1** Hey Friends! by Rick Coates **Option 2** Music Is In My Soul by Joanna Mangona and Pete Readman	N/A	**Option 1** Compose with the Song **Option 2** Create a Graphic Score: Friendship	Perform and share what has taken place in the lesson
5	**Option 1** Understanding Music **Option 2** Improvise Together	Hello! by Joanna Mangona and Pete Readman	Hello! by Joanna Mangona and Pete Readman	N/A	N/A	Perform and share what has taken place in the lesson
6	**Option 1** Understanding Music **Option 2** Improvise Together	Boléro by Maurice Ravel	Revisit a song of your choice from this unit	Play instrumental parts with your chosen song, if available	Option to revisit Improvise and Compose activities	Perform and share what has taken place in the lesson and prepare for a concert

Step	Activity 1: Musicianship Options	Activity 2: Listen and Respond	Activity 3: Singing	Activity 4: Playing	Activity 5: Improvising and Composing	Activity 6: Performing
1	**Option 1** Understanding Music **Option 2** Improvise Together	Sparkle in the Sun by Joanna Mangona and Chris Taylor	Sparkle in the Sun by Joanna Mangona and Chris Taylor	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
2	**Option 1** Understanding Music **Option 2** Improvise Together	For The Beauty Of The Earth by Folliott S. Pierpont and John Rutter, arranged by Luc Vertomnen	Sparkle in the Sun by Joanna Mangona and Chris Taylor	N/A	**Option 1** Compose with the Song **Option 2** Create a Graphic Score: Space	Perform and share what has taken place in the lesson
3	**Option 1** Understanding Music **Option 2** Improvise Together	Listen by Joanna Mangona and Pete Readman	Listen by Joanna Mangona and Pete Readman	N/A	N/A	Perform and share what has taken place in the lesson
4	**Option 1** Understanding Music **Option 2** Improvise Together	Fascinating Rhythm by George Gershwin	**Option 1** Listen by Joanna Mangona and Pete Readman **Option 2** Sparkle In The Sunby Joanna Mangona and Chris Taylor	N/A	Improvise with the Song	Perform and share what has taken place in the lesson
5	**Option 1** Understanding Music **Option 2** Improvise Together	The Orchestra Song by Joanna Mangona and Pete Readman	The Orchestra Song by Joanna Mangona and Pete Readman	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
6	**Option 1** Understanding Music **Option 2** Improvise Together	For The Beauty Of The Earth by Folliott S. Pierpont and John Rutter, arranged by Luc Vertomnen	Revisit a song of your choice from this unit	Play instrumental parts with your chosen song, if available	Option to revisit Improvise and Compose activities	Perform and share what has taken place in the lesson and prepare for a concert