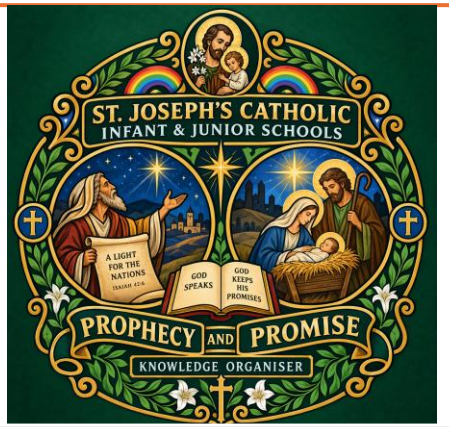
Religious Education: Prophecy and Promise



Discern	
D2.2.1	Talk about Isaiah's picture language of light and darkness (Isaiah 9:1-2) and make simple links with Jesus as the light of the world.
D2.2.2	Say what they wonder about the Holy Spirit and how John the Baptist, Mary, Elizabeth and Zechariah may have felt in the Gospel accounts.
D2.2.3	Talk about how different cultures and communities prepare during Advent through traditions such as art, dance, music and celebrations including Las Posadas.
D2.2.4	Listen to and discuss different traditions and interpretations of the meaning of the Advent wreath.

Reflect	
R2.2.1	Talk about Mary's prayer, the Magnificat (Luke 1:46-50, 53), and consider ways they can help make the world fairer, for example by helping those in need, supporting local and global communities, and caring for Creation during Advent.
R2.2.2	Use artistic expression to create a personal response to Isaiah's picture language of light and darkness (Isaiah 9:1-2).

U2.2.1	Retell, with increasing detail, one of the religious accounts of the Annunciation and the birth of John the Baptist, or the Annunciation and birth of Jesus from the Gospel of Luke.
U2.2.2	Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.
U2.2.3	Identify Zechariah's special message about John's future: "And you, child, will be called the prophet of the Most High" (Luke 1:76).
U2.2.4	Recognise that the Church teaches that the person Isaiah spoke about was Jesus, long before Jesus was born.
U2.2.5	Recognise that the Church teaches that Mary is the Mother of God who prays for and with Christians.
U2.2.6	Describe ways Christians prepare for Jesus' coming at Christmas during Advent, correctly using religious words and phrases, including the meaning of the Advent wreath and how it helps Christians prepare for Christmas.

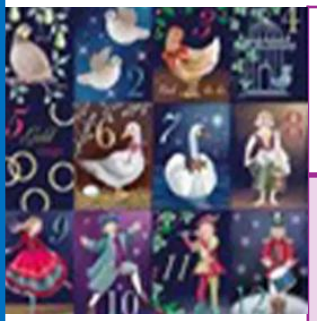
Reference	Purpose
Luke 1:5-25	The Annunciation to Zechariah and the promise of John the Baptist's birth.
Luke 1:13	Gabriel tells Zechariah about John's special mission to prepare people for Jesus.
Luke 1:26-	The Annunciation to Mary. The angel Gabriel announces that Mary will be the Mother of Jesus.
Luke 1:39-	The Visitation. Mary visits Elizabeth and baby John leaps in Elizabeth's womb.
Luke 1:	The Magnificat. Mary's prayer of praise and thanksgiving to God.
Luke 1:57	The Birth and Naming of John the Baptist.
Luke 1:67-79	Zechariah's Song (Benedictus), praising God for his promises.
Luke 1:76	Key teaching text: Zechariah describes John as "the prophet of the Most High."
Luke 2:1-20	The Birth of Jesus and the shepherds' visit.
Isaiah 9:1	The people walking in darkness have seen a great light. Main prophecy explored in Year 2.
Isaiah	Isaiah foretells the coming of a child who will bring peace.
Isaiah 7	Prophecy about a child called Immanuel ("God with us").
John	John the Baptist is sent by God as a witness to the Light. (Extension link to Isaiah's theme of light.)

Year 2 English – Autumn 2 – Approximately 7 weeks of learning time



Punctuation and Grammar	*The children will learn to identify and use:* *· A range of technical vocabulary from their reading and prior knowledge* *· Coordinating conjunctions such as 'and' and 'so' to join 2 simple sentences together*
Reading	*The key themes are belonging and exploration, change and success. The children will learn to:* *· Demonstrate an understanding of the text by making inferences based on what the character does* *· Express their views about what they think the main character should do* *· Use clues from the illustrations to identify how the bear is feeling*
Writing	*Children will write a persuasive letter around the point 'Should the bear stay in the city or go back to the forest.' The children will learn to:* *· Plan their writing by mapping the key points they want to include* *· Write statements that express their views · Read aloud what they have written to check it makes*
Oracy	*Group debate with others who differ in views.* *· Use sentence stems to challenge the ideas of others. · 'I don't agree because…'* *· With support, recognise peers who have not yet spoken and involve them in the conversation by using a simple prompt*

Terminology	***Definition***
Audience	*The group of readers you are writing for.*
Perform	*To present your writing to an audience. To perform you must consider ways to deliver your work which is clear and understandable.*
Intonation	*The rise and fall of the voice when speaking.*
Fiction	*Something that is invented or untrue.*
Non fiction	*Writing that is factual and informative.*



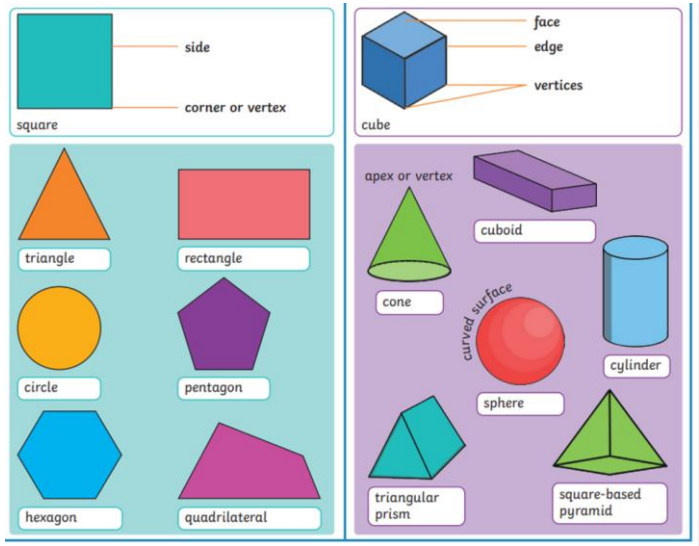
Punctuation and Grammar	The children will learn to identify and use: · · An appropriate choice of adjectives to describe the noun · A range of progressive verbs to describe the action of the subject · Commas accurately in a list
Reading	The key themes are generosity and goodwill. The children will learn to: · Recognise simple recurring literary language in this poem · Recognise the chronological structure of the poem · Discuss and clarifying the meanings of words, linking new meanings to known vocabulary
Writing	Within a new version of the twelve days of Christmas, the children will learn to: · Collate their ideas for writing in a plan and evaluate this with an adult before moving on · Write coherently for the purpose of entertaining · Read what they have written to an adult.
Oracy	Perform a new poem as part of a group. · Prepare and recite a short refrain from a poem for a group of people · Speak clearly and confidently in turn



Punctuation and Grammar	The children will learn to identify and use: · Generate carefully chosen adjectives to describe a character · Maintain the present tense when writing. (Consolidating year 1) · Commas in lists
Reading	The key themes are belief and imagination, and generosity and goodness. The children will learn to: · Understand why the author has chosen to portray the main character in the way they did · Discuss and express their views on the main character
Writing	Within a set of instructions to trap Santa. The children will learn to: · Conform to the non-fiction structure of instructions · Use a logical order with a range of verbs for their steps · Use adventurous vocabulary to enhance a description · Reread their sentences aloud to check they make
Oracy	Present aloud to Santa · Deliver with confidence and appropriate volume

Terminology	Definition
adjective	An adjective is a word that describes a noun, e.g. *There was a huge, hairy spider in the bathroom.*
adverb	An adverb tells you where, why or how much something is done e.g. *Jessica shouted loudly.*
comma	A comma separates units of meaning in a sentence, e.g. *Lana bought apples, pears and bananas at the shop.*
noun	A naming word used to name a person, place or thing.
noun phrase	Includes one noun as well as words that describe it e.g. *the black dog*
verb	An action word; they describe what someone is doing e.g. *Jessica shouted.*
Pronoun	Pronouns are short words like 'it', 'she', 'he', 'you', 'we', 'they', 'us' and 'them'. They are used to describe either individuals or groups of people, rather than using their name or names
Instructions	Detailed information about how something should be done.

Terminology	Definition
Two-dimensional (2D)	Flat shapes that have only length and width
Three-dimensional (3D)	Solid objects that have length, width and height
Solid	Firm and stable shape
Corner	Where two sides or edges meet
Apex	The highest part of something
Vertex	The meeting point where two lines meet
Vertices	The meeting points where two lines meet.
Side	A straight line that connects two corners
Edge	Where two faces meet
Face	A flat surface of a 3-dimensional shape
Line of symmetry	A line that divides a shape into two identical parts.
Pattern	An arrangement of shapes or lines that are repeated



Learning outcomes

To recognise and name common 2-D shapes.
To learn the mathematical terms of sides, straight, curved, points.
To recognise and name common 3-D shapes.
To learn the mathematical terms edges, faces and vertices.
To describe 2D and 3D shapes.
To sort and compare 2D and 3D shapes.
To solve problems using 2D and 3D shapes.
To double and halve numbers in a practical context.

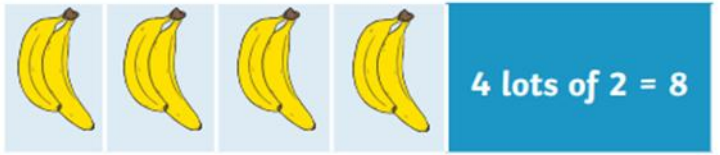
Terminology	Definition
Groups	A number of objects gathered together
Equal groups	Groups of objects with the same number of objects in each.
Lots of	The number of groups you have
Arrays	Systematic arrangement into columns and rows
Repeated addition	When you add the same number to itself several times.
Multiplication	Taking one number and adding it to itself a certain number of times.
Times tables	Lists of multiples learnt as multiplication facts
Share	To split a number of objects into groups
Divide	To split an amount into equal parts.

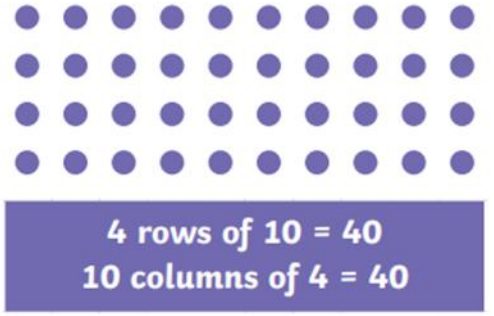


2 x 5 = 10

5 x 2 = 10

10 cookies





Learning outcomes

To count in multiples of 2 and 10.
To use objects to make groups, using the vocabulary 'lots of', 'groups of' and 'sets of'.
To introduce the multiplication sign.
To record groups as repeated addition and a multiplication number sentence.
To make arrays to show a repeated addition and multiplication.
To write multiplication number sentences from an array.
To solve problems counting in 2s.
To solve problems counting in 10s
To share objects into groups.
To introduce the division sign.
To understand division as sharing equally.
To share objects equally and write a division number sentence.

Year 2 Maths – Autumn 2 – Money- Approximately 2 weeks of learning time

Terminology
pence
pound
coin
note
total
amount
change
difference
price
cost
pay
owe



£1 1 pound | **£2** 2 pounds | **£5** 5 pounds | **£10** 10 pounds | **£20** 20 pounds | **£50** 50 pounds



1p 1 penny | **2p** 2 pence | **5p** 5 pence | **10p** 10 pence | **20p** 20 pence | **50p** 50 pence

Learning outcomes

Recognise and use symbols for pounds (£) and pence (p)

Combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

History

Key Knowledge

- Braille is a system of reading and writing for blind people.
- Louis Pasteur created a way to make food safer to eat-pasteurisation.
- The suffragettes fought for women to have the right to vote.
- The Wright Brothers invented the aeroplane.
- Rosa Parks helped to fight for black people to be treated the same as white people.
- Malala Yousafzai fought for girls to have the right to go to school.

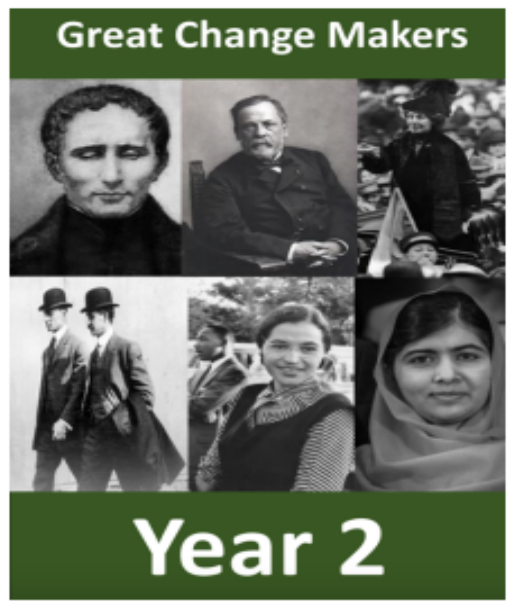
What I will learn…

I will learn about the lives of the following influential people:

Louise Braille
Louis Pasteur
Emmeline Pankhurst
The Wright Brothers
Rosa Parks
Malala Yousafzai

Key Vocab

Braille, blind, discovered, disease, discovery, pasteurisation, vaccination, suffragette, inventing, segregation, right, change



Computing- Creating media- Digital Photography

Key Vocab

Device, camera, photograph, capture, image, digital, Landscape, portrait, Framing, subject, compose, Light sources, flash, focus, background, Editing, filter

What I will learn…

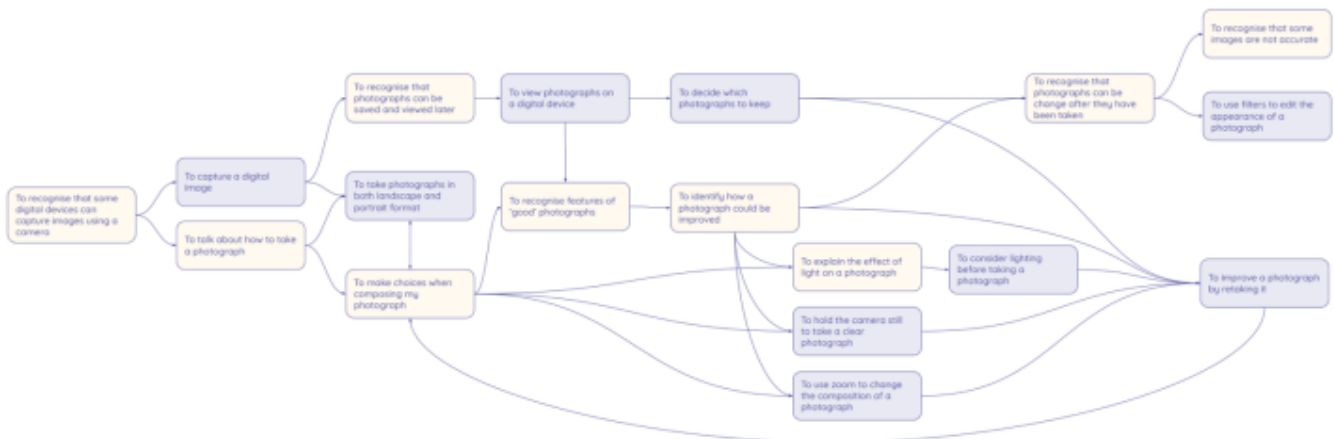
To use technology purposefully to create, organise, store, manipulate, and retrieve digital content.

To Recognise common uses of information technology beyond school.

To 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.

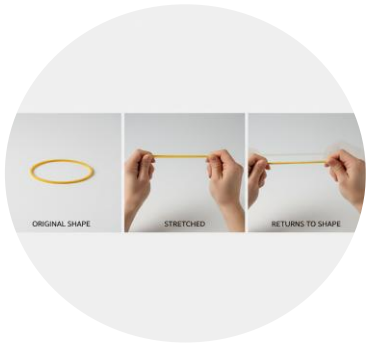
Key Knowledge

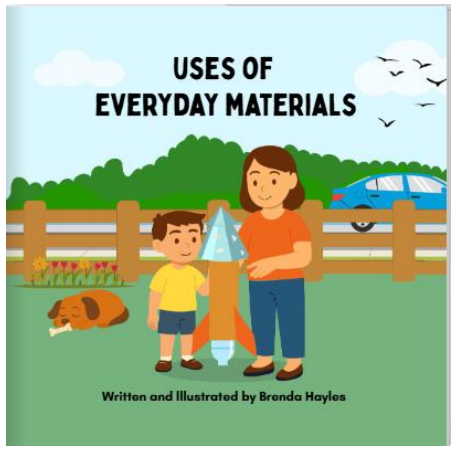
- *I know that devices can be used to take photographs.*
- *I know that a photograph can be taken in either portrait or landscape format.*
- *I know that a photograph is composed by a photographer.*
- *I know that the concepts of light and focus as further important aspects of good photography composition.*
- *I know that photos can be edited.*



Science – Uses of Everyday Materials







What I will learn:

1. What material is best for this job?
2. What is the best waterproof material?
3. Can objects be made from different materials?
4. How can squashing change a shape?
5. How Does bending or twisting change things?
6. How Can we make things longer?



Scientific enquiry:

Lesson 1: Identifying and classifying materials by sorting everyday objects based on their type (wood, metal, plastic, paper).
Lesson 2: Performing a simple test to compare which materials are waterproof and decide which are most suitable for a specific use.
Lesson 3: Observing closely and using simple equipment to compare objects made from different materials and suggest reasons for their uses.
Lesson 4: Performing a simple test to investigate how squashing changes the shape of different materials and gathering and recording data on their properties.
Lesson 5: Performing simple tests to see how bending or twisting affects various materials, observing closely and gathering and recording data on their flexibility.
Lesson 6: Performing a simple test and using measuring equipment to investigate how stretching changes the length of different materials and gathering and recording data on which materials stretch the most and least.

Key Vocabulary

material
object
strong
soft
hard
suitable
waterproof
absorbent
compare
test
bendy
break
squash
shape
change
press
twist
stiff
flexible
snap
change
stretch
longer
elastic
measure
break
thin


material


waterproof


absorbent


flexible


elastic


measure

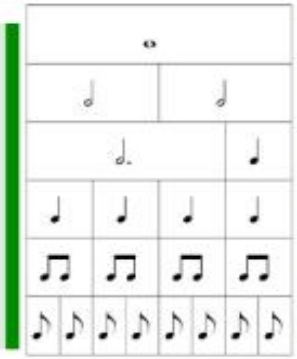

compare

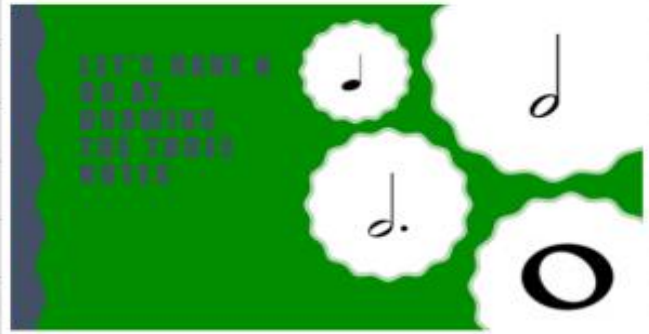
Year 2

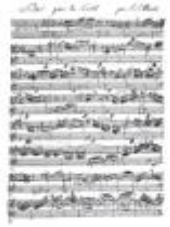
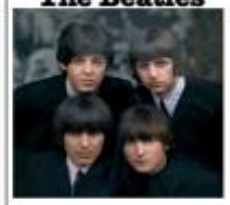
Learning Outcomes:

- *To appreciate music can create imagery and paint a picture in our minds (Tchaikovsky and Prokofiev)*
- *To appraise a wide range of popular music genres identifying features and instruments*
- *To name the **four** different musical instruments in each instrument family*
- *To perform group singing performance at the end of the year*
- *To build on theoretical knowledge with rests, quavers, time signatures, dynamics, and*







Notation	Tchaikovsky	Popular Music	The Beatles	Prokofiev	Haydn
					

Key Vocabulary
Pulse
Rhythm
Pitch
Tempo
Dynamics
Time Signature
Pop
Classical
Reggae
Country
Electronic
Folk
Dance
Bass Guitar
Acoustic Guitar
Electric Guitar
Keyboard
Oboe
Trombone
Rest
Quaver
Tchaikovsky
The Beatles
Prokofiev
Haydn
Conductor
Imagery
Ballet
Symphony
Intro
Verse
Chorus

Structures – Model Making: Tudor Houses

Key Vocabulary	
Function	How something works.
Man-made	Made by people.
Mould	To form different shapes our of soft, squishy materials.
Natural	Found in nature e.g. spider's web, sheep wool.
Stable	Objects does not easily topple over.
Stiff	A material or object that does not bend easily (e.g. wood).
Strong	Something that is not easily broken (e.g. wood, brick, building).
Structure	Something that has been made and put together and can usually stand on its own.
Test	To find out whether somethings works as it should.
Weak	Something that is easily broken (e.g. paper, egg shell).

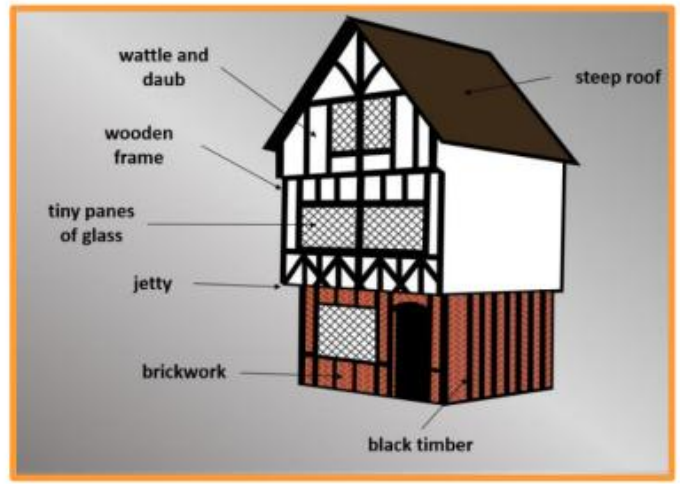
Key Facts and Features

Often structures have a certain function, they are made to do something, e.g. a house is for human habitation.





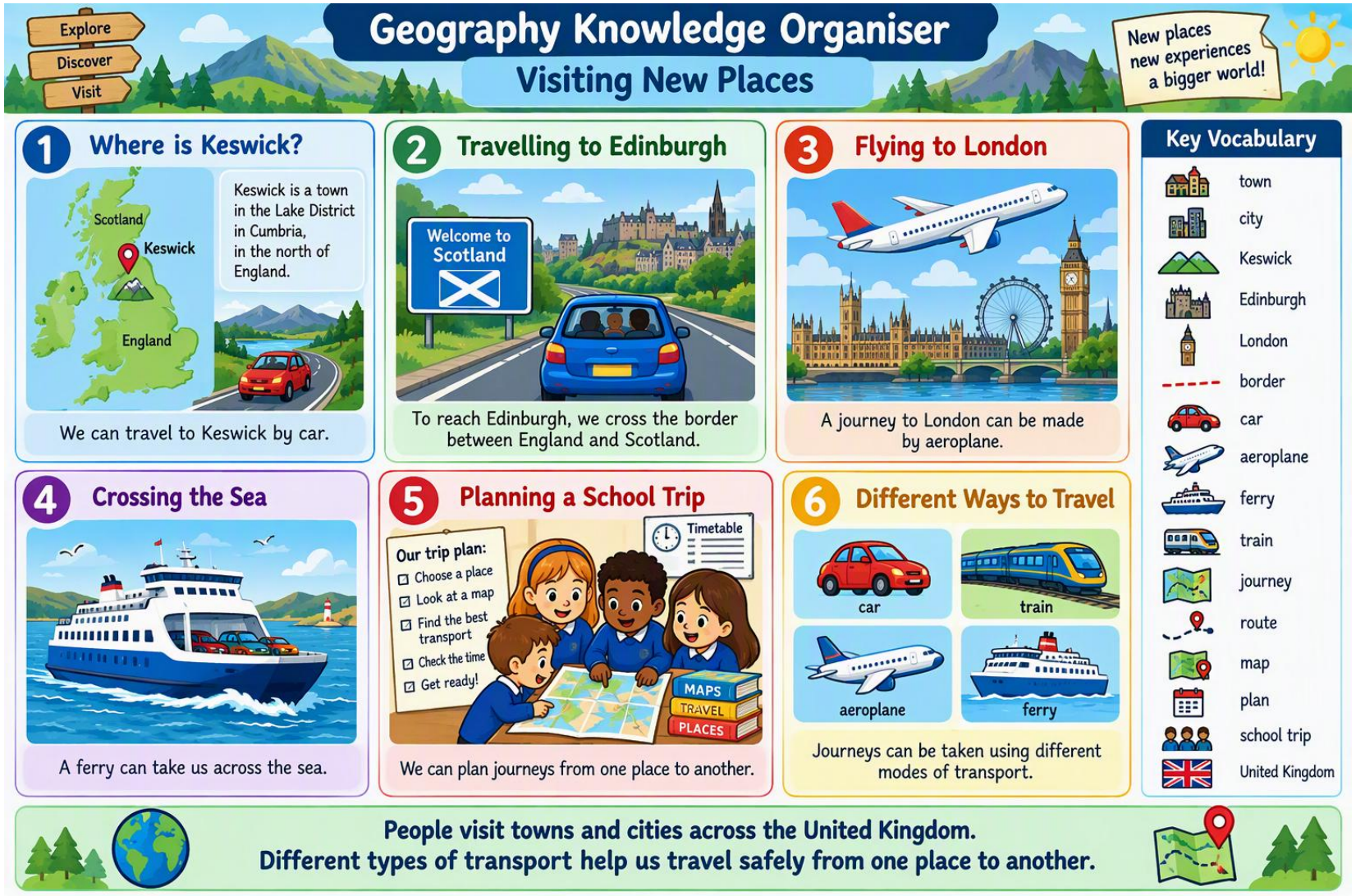
Natural	Man-made
	



Geography – Year 2 – Autumn 2 – Visiting New Places

What I will be learning about:

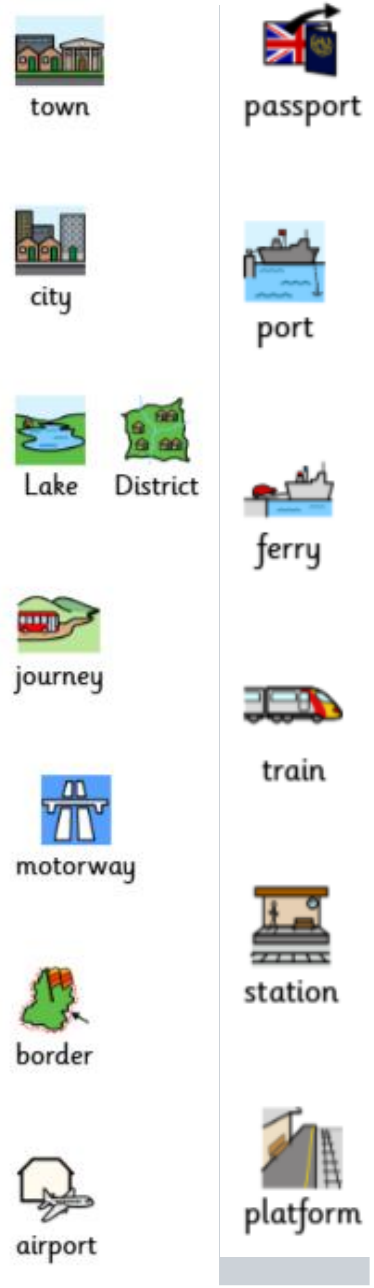
- A journey to Keswick by car.
- To travel to Edinburgh, we must cross a border.
- A journey to London by aeroplane.
- A ferry can be used to journey across the sea.
- To plan a journey for a school trip.



Key Knowledge:

- There are towns and cities people visit around the United Kingdom.
- Journeys can be taken using different modes of transport.
- We can plan journeys from one place to another.

Key Vocabulary



Relationships and Health Education – Year 2 Autumn 2

What I will learn:

Relationships – Online and Being Safe (Anti-Bullying Week) – November:

To understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Keeping Safe Online

CEOP: Jessie and Friends (KS1)

L1: To recognise that not everything online is suitable for children and know what to do if something worries or upsets me.

L2: To understand that personal information and pictures should only be shared with the help of a trusted adult.

L3: To recognise how to stay safe when playing games online and know who can help if something makes me feel uncomfortable.

BBFC: Watch Out! (KS1)

L1: To understand how age ratings help us make safe and appropriate viewing choices.

L2: To identify trusted adults who can help me make safe viewing choices and know what to do if I see something unsuitable.

Democracy through Fundamental British Values: *Exploring and investigating current affairs as and when they occur.*

L1: To understand what rules are and how we care for others.



PE - Basketball

Key Vocab	
Movement	To travel from one area to another.
Teamwork	The combined action of more than one person to overcome a task.
Tactic	Making a plan to win a game.
Aim	Finding a target.
Technique	The way you perform a skill.
Coordination	When two or more body parts work together.
Control	To move in a way that keeps the ball accurately positioned.
Pass	To throw the ball to another player.
Catch	To receive a ball thrown to you.
Dribble	To move whilst bouncing the ball in a controlled way.

Key Knowledge
To develop teamwork.
To develop coordination and core skills.
How to control, pass and catch a ball.
To dribble a basketball.
The basic rules involved in a basketball game.



PE – Modified Team Games



Key Vocab	
Movement	To travel from one area to another.
Teamwork	The combined action of more than one person to overcome a task.
Tactic	Making a plan to win a game.
Aim	Finding a target.
Technique	The way you perform a skill.
Coordination	When two or more body parts work together.
Control	To move in a way that keeps the ball accurately positioned.
Agility	To move quickly and easily.
Balance	To keep your body position still and controlled.

Key Knowledge
To develop teamwork.
To understand what makes a good game.
To participate in games and develop them to modify each game.
To bounce the ball and show control.
To demonstrate coordination when striking a ball.

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