



# St Bede's Catholic Primary School and Nursery

## Year 2 Medium Term Plan

### Autumn Term 2023~2024



RE		
<b>Autumn 1 Beginnings</b>	Children will know: <ul style="list-style-type: none"><li>the story of Creation as a religious story;</li><li>that people are kind and loving because God made them;</li><li>what a psalm is;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>recognise and use some religious words and phrases about different types of prayer;</li><li>say and ask questions about the beauty around them and God creating the world;</li><li>describe how people are kind and loving because God made them;</li><li>retell the story of Creation.</li></ul>
<b>Autumn 1 Signs and Symbols</b>	Children will know: <ul style="list-style-type: none"><li>signs and symbols used in life;</li><li>religious words and phrases used in the Sacrament of Baptism;</li><li>that Christians act in a particular way because they are members of the Church family;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>talk about their experience and feelings about signs which help them in daily life and the symbols which are important to them;</li><li>ask and respond to questions about the reasons for the importance of certain symbols in their life;</li><li>use religious words and phrases to describe some actions and symbols used in Baptism;</li></ul>
<b>Autumn 2 Judaism</b>	Children will know: <ul style="list-style-type: none"><li>the Sabbath is celebrated in Judaism on Saturday;</li><li>that the Sabbath is known as Shabbat;</li><li>that a special meal is celebrated on Shabbat;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>use the different vocabulary for the Shabbat meal;</li><li>create a Challah bread;</li><li>sing Shabbat blessings;</li></ul>
<b>Autumn 2 Preparations</b>	Children will know: <ul style="list-style-type: none"><li>some religious signs and symbols connected with the liturgical season of Advent;</li><li>that Christians, through their actions follow Jesus as the Light of the World;</li><li>stories of the Annunciation, the Visitation and the Nativity and be familiar with the characters in those events;</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>ask and respond to questions about the amount of time and care involved in preparing for Christmas and realise that some of these are difficult to answer;</li><li>ask and respond to (their own and others) experiences and feelings, about how important it is to prepare well and what happens if there is no preparation;</li><li>use religious words and phrases to describe some religious actions and symbols connected with the liturgical season of Advent;</li></ul>
STEM ~ Science		
<b>Autumn 1 Everyday Materials</b>	Children will know: <ul style="list-style-type: none"><li>how some solid objects can be manipulated;</li><li>materials are suitable for different task;</li><li>key vocabulary.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>identify and compare the suitability of a variety of everyday materials;</li><li>make observations and suggest answers to questions about everyday materials;</li><li>perform simple tests to test manipulation of solid objects;</li><li>gather and record data to help answer questions.</li></ul>
<b>Autumn 2</b>	Children will know:	Children will be able to:



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<b>Animals including Humans: Growth</b>	<ul style="list-style-type: none"><li>the life cycles of a small range of animals;</li><li>the changes that happen as we grow and why those changes happen.</li></ul>	<ul style="list-style-type: none"><li>draw diagrams and create visual presentations;</li><li>measure and record findings in graph form;</li><li>describe the journey through life of some animals.</li></ul>
<b>History</b>		
<b>Autumn 1 Our Local Heroes</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>some ways in which we find out about the past;</li><li>the contributions people can make in order to become significant;</li><li>at least 5 individuals who are significant within our local area.</li></ul>	<p>Children to be able to;</p> <ul style="list-style-type: none"><li>choose and use parts of stories and other sources to show what they know about some significant people from our local area;</li><li>use a range of sources of evidence, including oral history, visual images and written documents;</li><li>ask and answer questions to find out information;</li><li>use a range of historical vocabulary.</li></ul>
<b>Geography</b>		
<b>Autumn 2 Seasons</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>the capitals of the United Kingdom;</li><li>their local area, and that they live in the United Kingdom;</li><li>the four seasons, in the correct order and identify seasonal and daily weather patterns in the United Kingdom;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>identify multiple weather types;</li><li>locate the UK and name the countries of the UK and their surrounding seas;</li><li>use and understand basic weather symbols;</li><li>use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons;</li><li>develop locational and place knowledge about Chadwell Heath, and the United Kingdom as a whole;</li><li>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 country;</li><li>use basic geographical vocabulary to refer to key physical features.</li></ul>
<b>Art and Design</b>		
<b>Autumn 1 Formal Elements of Art</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>tone means the darkness or lightness of something;</li><li>shading with varied tones makes objects look 3D;</li><li>there are different grades of pencils (H for hard and B for black).</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>create a pattern by repeating lines, shapes, tones or colours;</li><li>find patterns that exist in nature;</li><li>choose everyday items to paint with and use these items to create a repeating pattern;</li><li>take a rubbing;</li><li>identify different textures;</li><li>use colour to create different effects;</li><li>experiment with shading to create different tones;</li></ul>



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		<ul style="list-style-type: none"> <li>• use contrasting tones to make a drawing look three dimensional;</li> <li>• hold a pencil in more than one way to create different effects;</li> <li>•</li> </ul>
<b>Autumn 2 Black History Art: Indigenous Art (Australian)</b>	Children will know: <ul style="list-style-type: none"> <li>• art and design techniques from around the world;</li> <li>• the cross-hatching technique, colours and textures used;</li> <li>• some of the symbols used in Indigenous Art and their meaning;</li> <li>• dot style of painting and how story-telling is conveyed through art.</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>• create a design using the cross-hatching technique;</li> <li>• include some of the symbols used in indigenous art;</li> <li>• tell a story through their art work.</li> </ul>
<b>PE</b>		
<b>Autumn 1 Dance: Great Fire</b>	Children will know: <ul style="list-style-type: none"> <li>• performances have a start and an end;</li> <li>• reactions to stimuli can vary in terms of speed of movements and size of actions;</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>• explore travelling pathways showing control, change of level/speed/direction;</li> <li>• use unison, meet and part and canon;</li> <li>• model large and small actions;</li> <li>• show a clear start and end;</li> </ul>
<b>Autumn 2 Gymnastics and Games</b>	Children will know: <ul style="list-style-type: none"> <li>• positions of stillness can vary depending on the number of contact points and body parts;</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>• develop fundamental movement skills;</li> <li>• extend agility, balance and co-ordination;</li> <li>• engage in co-operative physical activities;</li> <li>• transfer weight from one position of stillness to another;</li> <li>• create short movement phrases – linking positions of stillness to other actions;</li> </ul>
<b>PSHE</b>		
<b>Autumn 1 Being Me in My World</b>	Children will know: <ul style="list-style-type: none"> <li>• rights and responsibilities of being a member of the class;</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>• identify hopes and fears for the coming year;</li> <li>• listen carefully to others and contribute their own individual ideas about rewards and consequences;</li> <li>• discuss what they feel worried about how who to ask for help from;</li> <li>• help to make their class a safe and fair place;</li> <li>• work cooperatively with their classmates.</li> </ul>
<b>Autumn 2 Celebrating Differences</b>	Children will know: <ul style="list-style-type: none"> <li>• sometimes people make assumptions about boys and girls;</li> <li>• what a stereotype is;</li> <li>• bullying is sometimes about difference;</li> <li>• it is okay to be different;</li> </ul>	Children will be able to: <ul style="list-style-type: none"> <li>• discuss ways that boys and girls are similar and different;</li> <li>• acknowledge differences are okay;</li> <li>• identify a variety of ways that someone might feel if they are being bullied.</li> </ul>



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<b>STEM ~ Computing</b>		
<b>Autumn 1 iSafe</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• you need to be respectful and stay safe online;</li><li>• various information is personal;</li><li>• that personal information should only be given to trusted people;</li><li>• that people can bully and be bullied online.</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• use computers safely;</li><li>• use their knowledge of online safety to identify risks;</li><li>• identify some ways they can keep themselves safe was using ICT;</li><li>• follow simple e-safety guidelines;</li><li>• identify characteristics of trustworthy people;</li><li>• give examples of when it may and may not be appropriate to share pictures.</li></ul>
<b>Autumn 2 iProgram</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• programming applications can be given commands to produce specific effects on screen.</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• use a mouse to navigate the computer;</li><li>• open computer programs;</li><li>• use digital drawing tools to create images;</li><li>• program a simple animation involving movement;</li><li>• write a simple program that produces an output;</li><li>• combine images and text to create a simple animation;</li><li>• save work produced;</li><li>• work collaboratively with others;</li><li>• produce a sequence of blocks that achieves a simple effect;</li><li>• execute short a sequence of commands that results in an effect;</li><li>• move a sprite in one direction on screen using steps;</li><li>• program and test a simple program.</li></ul>
<b>STEM – Design and Technology</b>		
<b>Autumn 1 A Balanced Diet (Cooking and Nutrition)</b>	<p>Children will know:</p> <ul style="list-style-type: none"><li>• that 'diet' means the food and drink that a person or animal usually eats;</li><li>• what makes a balanced diet;</li><li>• where to find the nutritional information on packaging;</li><li>• what the five main food groups are;</li><li>• you should eat a range of different foods from each food group, and roughly how much of each food group;</li><li>• 'ingredients' means the items in a mixture or recipe;</li><li>• you should only have a maximum of five teaspoons of sugar a day to stay healthy;</li></ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• design a healthy wrap based on a food combination which work well together;</li><li>• slice food safely using the bridge or claw grip;</li><li>• construct a wrap that meets a design brief;</li><li>• describe the taste, texture and smell of fruit and vegetables;</li><li>• taste testing food combinations and final products;</li><li>• describe the information that should be included on a label;</li><li>• evaluate which grip was most effective.</li></ul>



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	<ul style="list-style-type: none"><li>many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars';</li></ul>	
<b>Music</b>		
<b>Autumn 1 Beat and Rhythm</b>	Children will know: <ul style="list-style-type: none"><li>the difference between beat and rhythm;</li><li>what tempo, dynamics and articulation are.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>keep in time with the beat;</li><li>play and create rhythms;</li><li>perform controlled changes in tempo;</li><li>sing a range of call and response songs;</li><li>use simple accomplishments to Scott Joplin music;</li></ul>
<b>Autumn 2 Festivals (Duration)</b>	Children will know: <ul style="list-style-type: none"><li>what it means by duration in music;</li><li>different symbols represent different durations of sound.</li></ul>	Children will be able to: <ul style="list-style-type: none"><li>describe and play sequences of long and short sounds;</li><li>read and create symbols (graphic scores) showing sequences different length sounds;</li><li>understand and use a widening range of dynamics.</li></ul>