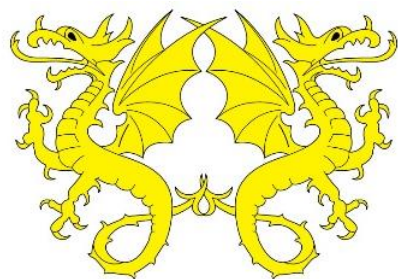


# Dore Primary School Y2 Learning Journey

## Lights, Camera, Action!



<p><b>ENDPOINTS</b> Substantive knowledge children will know: Disciplinary knowledge children will know how to / be able to:</p>	<p>To prepare for a performance (Christmas Nativity). To engage creatively with the performing arts.</p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Use repeating or overlapping shapes.</li> </ul> <p><b>Computing</b></p> <p>Add text strings, show and hide objects and change the features of an object. Control when drawings appear and set the pen colour, size and shape. Select sounds and control when they are heard, their duration and volume. Use a range of applications and devices in order to communicate ideas, work and messages. Communicate:</p> <ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul> <p>Code:</p> <ul style="list-style-type: none"> <li>• Select sounds and control when they are heard, their duration and volume.</li> <li>• Control when drawings appear and set the pen colour, size and shape.</li> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Explore different methods and materials as ideas develop.</li> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Assemble or cook ingredients.</li> <li>-Measure or weigh using measuring cups or electronic scales.</li> </ul> <p><b>History</b></p> <p>Describe historical events. Describe significant people from the past. Show an understanding of the concept of nation and a nation's history.</p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul> <p><b>Science</b></p> <p>Understand animals and humans</p> <ul style="list-style-type: none"> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>
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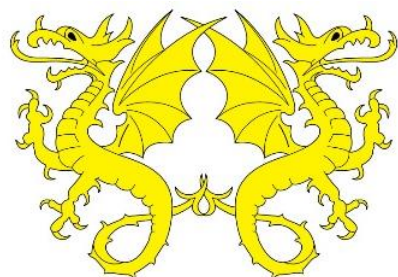
# Dore Primary School Y2 Learning Journey

## Lights, Camera, Action!



<b>Links to Prior Knowledge:</b>	<u>RE</u> - Celebrations (FS/Y1), <u>Art</u> – colour mixing (FS2-Y2), <u>Art</u> – clay hedgehogs (Y1), <u>Nativity productions</u> Y1 & FS, <u>Computing</u> - Use of purple mash in Y2 & Y1, <u>English</u> – story writing Julia Donaldson (Y1 Zog) posters (Y2 bakery posters), <u>DT</u> – house making (Y2), <u>History</u> – celebrations of past, <u>Geography</u> – London (Y2). Fire (Y1, Y2)
<b>Links for Relevance and Currency:</b>	Appropriate updates from Newsround. Christmas. Virtual (video) links to covid-19 pandemic.
<b>Immersion Event / Activity:</b>	Letter from Mrs Glossop- inviting Y2s to lead the nativity. Outdoor learning – make character for ‘stickman’.
<b>Celebration of Learning:</b>	End products – Nativity production (performed to parents). Oscar award ceremony. Chilli cooked.
<b>English Links:</b>	Nativity advertisement leaflets, drama.
<b>Maths Links:</b>	3D shapes, sequences.

Lesson	Subject	Key Knowledge or Skill (taken from CQ Milestones or Scheme of Work)	Substantive and Disciplinary Knowledge and Skills Embedded Through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
W1 L1		<b>Historical concept(s): Historical significance</b>  Describe historical events. Describe significant people from the past. Show an understanding of the concept of nation and a nation's history.	Identify different services who can help us in different situations. Know how they help us.  (Visitors to speak to the children during this first week)  Link to fire safety, with links to GFoL.	Children will know which services help in which emergency.  To identify where the need for these services came from.					
W1 Mon	History Art	<b>Historical concept(s): Historical significance</b>  Describe historical events. Describe significant people from the past. Show an understanding of the concept of nation and a nation's history.  <b>Print:</b> • Use objects to create prints (e.g. fruit, vegetables or sponges). • Use repeating or overlapping shapes.	Bonfire night history (Guy Fawkes) – celebration Make links to London & Fire safety.	Chn create bonfire night picture using printing technique taught.					
W1 L2	DT Science	<b>Design, make, evaluate and improve</b> • Design products that have a clear purpose and an intended user.  <b>Understand animals and humans</b> • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	Children use TASC wheel to start the project. Create a meal for bonfire night to keep people warm.  Chn learn where food comes from.	Chn sort foods into the parts of the plant they come from.					✓

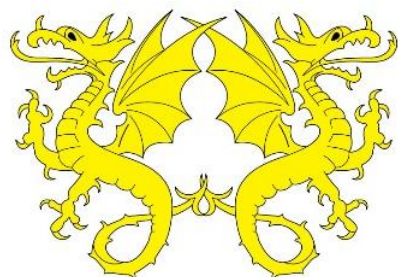


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## Lights, Camera, Action!



W1 L3	DT Science	<b>Design, make, evaluate and improve</b> • Design products that have a clear purpose and an intended user.  <b>Understand animals and humans</b> • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	Generate ideas as a class. Discuss ingredients for chili and how we will prepare them.	Chn sort ingredients into food groups and suggest how to prepare them.					✓
W1 Fri	Outdoor Learning	<b>Outdoor Learning:</b> E – can produce a spark with a fire steel	Flint and steel. Use spade, cotton wool, fire safety talk.	Children can make a spark from flint and steel.		✓			
W2 L1	DT	<b>Master practical skills</b> <b>Food:</b> • Cut, peel or grate ingredients safely and hygienically. • Assemble or cook ingredients. -Measure or weigh using measuring cups or electronic scales.	Chn watch modelling of preparation. How to do this safely and hygienically.	Chn prepare ingredients in pan ready to cook tomorrow.					✓
W2 Tues *Outdoor learning on Tues this week*	DT Outdoor Learning	<b>DT:</b> Assemble or cook ingredients.  <b>Outdoor Learning:</b> E – can safely cook items <del>on a stick</del> over the fire	Cook chilli on open fire.	Chilli is cooked so that children can taste and evaluate it.		✓			✓
W2 Thurs	Music	• Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Recognise changes in timbre, dynamics and pitch.	Listen to how different pieces of music make the listener feel. Use instruments to explore changes in timbre, dynamics and pitch.	Pupils perform in nativity (December)					
W2 Fri	Computing Music	Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns.	Use Purple mash - 2sequence to compose a simple piece of music.	Pupils perform in nativity (December)					
W3 L1	History/ Computing	<b>Historical concept(s): Sources and evidence</b>  <b>History</b> - Observe or handle evidence to ask questions and find answers to questions about the past. <b>Science</b> - Observe closely, using simple equipment.	Look at the history of film and animation – Look at Lumiere brothers and Alice Guy-Blache (first female filmmaker). Create a Thaumatrope or flip book.	Chn understand why people in the past acted the way they did.					
W3 L2	Computing	Add text strings, show and hide objects and change the features of an object. Control when drawings appear and set the pen colour, size and shape. Select sounds and control when they are heard, their duration and volume. Use a range of applications and devices in order to communicate ideas, work and messages. <b>Computing-Communicate:</b>	Create a stick man animation linked to English Writing using Purple Mash	Chn create purposeful story board and can manipulate text and sound.					



# Dore Primary School

## Y2 Learning Journey

### Lights, Camera, Action!



		<ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul> <b>Code</b> <ul style="list-style-type: none"> <li>• Select sounds and control when they are heard, their duration and volume.</li> <li>• Control when drawings appear and set the pen colour, size and shape.</li> </ul>							
W3 Fri	Outdoor Learning	<b>Outdoor Learning:</b> E - can tie a half hitch	Tarp name warm up (from INSET day).  Teach half hitch knot. Children practise half hitch knot. Children apply to outdoor provision.	Children can tie a cold hand knot and apply during outdoor provision.		✓			
W4 L1 L2 L3	DT	<ul style="list-style-type: none"> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul> <b>Construction:</b> <ul style="list-style-type: none"> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul> <b>Textiles:</b> <ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>	Design and create a nativity Christmas decoration. Design, cut, decorate and sew to make decoration.  Choose from either Christmas tree, bauble, or stocking template.	Chn use TASC skills to create a Christmas tree decoration to take home, test and evaluate.					✓
W4 Fri	Outdoor Learning	<b>Outdoor Learning:</b> E – build a den E – select an appropriate site for a shelter S – can identify differences between the seasons  <b>Science:</b> Observe and describe weather associated with the seasons and how day length varies. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	Den/shelter building to shelter from British late autumn/ winter weather.  Discuss seasons and current weather. Materials to protect (make science links).  Select an appropriate location for shelter (under tree for this technique).  Teach shelter building technique: <b>stone in tarp twine wrapped round lifted into tree</b> (from INSET training)  Apply half hitch knot (from last week's lesson).	Children begin to develop den building techniques.		✓			
W5 L1	DT	Cut materials safely using tools provided. <ul style="list-style-type: none"> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate cutting techniques</li> </ul> Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products <b>Take inspiration from design throughout history</b> <ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> </ul>	Introduce Oscars. Teach measuring the dowel (between 10-15cm) and sawing, put names on dowels ready for next lesson.	Chn have measured and cut dowel ready for following lessons	✓				✓
W5 L2+3	DT Art	Use a combination of shapes. <ul style="list-style-type: none"> <li>• Include lines and texture.</li> </ul>	Create clay sculptures of Oscars using dowels as a support rod.	Chn have their own Oscar award and have painted it in the style of original design.	✓				✓





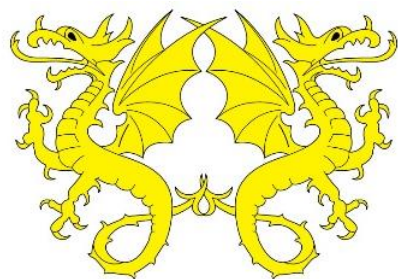
# Dore Primary School

## Y2 Learning Journey

### Lights, Camera, Action!



		<ul style="list-style-type: none"> <li>• Use clay</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>							
W5 Fri	Outdoor Learning	<p><b>Outdoor Learning:</b> E – build a central pole tipi E – select an appropriate site for a shelter S – can identify differences between the seasons</p> <p><b>Science:</b> Observe and describe weather associated with the seasons and how day length varies. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</p>	<p>Den/shelter building to shelter from British late autumn/ winter weather. Discuss seasons and current weather. Materials to protect (make science links).</p> <p>Select an appropriate location for shelter.</p> <p>Teach <b>free standing tipi</b> – with stick in the middle (<b>central pole</b>) and <b>tent pegs</b> (from INSET training).</p>	Children begin to develop den building techniques which they can apply independently.		✓			
W6 L1	DT Art	<p>DT Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Suggest improvements to existing designs.</p> <p><b>Art</b> • Use thick and thin brushes.</p>	<p>How do we recognise brilliant achievements? Link to Oscars. Children continue their own Oscar statue. –paint &amp; fix any broken parts of the Oscars.</p>		✓				✓
W6 L2+3	Art	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<p>Make Christmas cards – children’s own ideas. Model how you can use white paper then cut out and stick on the front rather than drawing straight onto coloured card. Use and apply collage skills</p>						
W6 Fri	Outdoor Learning	<p><b>Outdoor Learning:</b> E – build a tipi E – select an appropriate site for a shelter S – can identify differences between the seasons</p> <p><b>Science:</b> Observe and describe weather associated with the seasons and how day length varies. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</p>	<p>Den/shelter building to shelter from British late autumn/ winter weather. Discuss seasons and current weather. Materials to protect (make science links).</p> <p>Select an appropriate location for shelter.</p> <p>Teach <b>Tipi trick</b> – make loop, figure 8, repeat, wrap round 3 sticks twist centre stick (from INSET training).</p> <p>Apply half hitch knot.</p>	Children begin to develop den building techniques which they can apply independently.		✓			
W7 Fri	Outdoor Learning	<p><b>Outdoor Learning:</b> E – build a tipi E – select an appropriate site for a shelter S – can identify differences between the seasons</p> <p><b>Science:</b></p>	<p>Children make shelter of their choice. Apply previous lessons.</p>	Children apply den building techniques.					



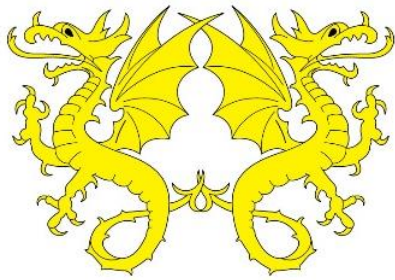
# Dore Primary School Y2 Learning Journey

## Lights, Camera, Action!



		Observe and describe weather associated with the seasons and how day length varies. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.							
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W1 - 7	PSHE	<u>Friends</u> 1. Fr3 – Should friends tell us what to do? 2. Fr4 – How do we stop bullying?  <u>Special days</u> 3. Anti-bullying week lesson. 4. Kindness week lesson – kindness buckets.  <u>Online safety</u> 5. Os3 – Online strangers (P1). 6. Os4 – Fake news (N1).  <u>From Sheffield Online Safety</u> 7. Choosing what to do online.	See Health and Wellbeing (PSHE) planning.	See Health and Wellbeing (PSHE) planning.	✓		✓	✓	
W1 - 7	RE	<u>Theme:</u> Christmas – Jesus as a gift from God  <u>Key Question:</u> Why do Christians believe God gave Jesus to the world?  <u>Religion:</u> Christianity  (Concept: Incarnation)	See RE planning.	See RE planning.	✓				
W 1 - 7	Music	<u>Perform</u> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.  <u>Describe music</u> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.	Based around nativity songs. Apply learning from Aut 1. Vocabulary consolidated – pitch, dynamics, tempo, pulse	Children perform in the nativity production.					
W 1 - 7	PE	<u>Units:</u> <ul style="list-style-type: none"> <li>Sending and receiving</li> <li>Ball skills</li> </ul>	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.		✓				



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			<p>In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p>					
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