



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 2 Autumn 1

#### Street Detectives

##### Art & Design: *Aerial maps/ shop fronts*

- To transfer images on to paper to create a map of the local area.
- To use line and shape to design and draw a replica shop front that has a function and purpose.
- To use line, shape and colour to paint a recognisable image of a shop front.
- To choose appropriate materials and suggest ways of handling them to achieve a desired effect.

##### Music: *Music from South Africa*

Each unit in the Year 2 the music curriculum covers the following skills:

- To recognise styles.
- To find the pulse.
- To recognise instruments.
- To understand how the dimensions of music work.
- To understand how a song is structured.
- To learn about singing and vocal health.
- To play a classroom instrument (tuned and untuned) in a group/band/ensemble.
- To experiment with sounds.
- To create my own responses, melodies and rhythms.
- To perform to each other.

##### Computing: *We are Detectives*

- To understand that email can be used to communicate.
- To add an attachment to an email.
- To compose and send an email
- To organise information in a spreadsheet.
- To compile information from different sources.
- To be aware of online safety issues when using email.

##### E-safety

- To understand that passwords are an important part of keeping information safe.
- To responsibly use technology and know how to stay safe online.
- To know that there are a variety of online tools that can be used to communicate with other people.

##### PHSE and Relationships Education: *New Beginnings*

- To know how my actions affect the environment and others looking after our classroom.
- To be able to contribute and agree rules for the classroom.
- To be able to think of the importance of rules.

##### Safeguarding:

- To be able to talk about the steps for crossing the road safely and can explain this to a friend.

##### RE: *Judaism/Harvest*

- To reflect on a place which is special to me.
- To know why the Synagogue special to Jewish people.
- To explore the story of Sukkot.
- To know how the Jewish festival of Sukkot celebrated.
- To understand the role of a Rabbi.



##### D&T:

No focus this half term.

##### PE:

###### Indoors: *Dance – imoves (kids combat)*

- To change rhythm, speed, level and direction in my dance.
- To dance with control and co-ordination.
- To make a sequence by linking sections together.
- To use dance to show a mood or feeling.
- To be able to copy and remember actions.
- To be able to repeat actions.

###### Outdoor: *Games (throwing and catching)*

- To be able to catch a ball with confidence.
- To use EYES, HANDS, READY (HERS) to catch a ball.
- To throw a ball underarm to a partner.
- To catch a ball using two hands.
- To catch a ball using one hand.
- To be able to throw to a target.

##### History: *What has changed since your grandparents were young?*

- To order some of the main events from the 1960s and 1970s.
- To prepare questions and interview a person who lived in this area in the past.
- To compare a day at our school in the 1960s to now.
- To find out what television programmes were watched by children in the 1960s and compare these to what we watch now.
- To find out what children from the 1960s wore and compare this to what we wear now.
- To listen to music from the 1960s and make a comparison with that of modern day music.
- To understand the differences in how people communicated in the 1960s compared to now.

##### Geography: *Maps, symbols & orienteering*

- To talk about Carshalton and understand the difference between human and physical features.
- To consider all the things we like and dislike about Carshalton.
- To discuss the impact humans can have on an area, using Carshalton as an example.
- To decide what facilities and place would need to have and why.
- To be able to locate where I live on a map of the UK and to know my address and understand what each line means.
- To know and use compass directions and locational language to go from one place to another in school.
- To use map to find a route to Oaks Park.
- To devise a simple map and key to make the journey from the school to Oaks Park.

##### Science: *Living Things & their Habitats*

- To explore the local habitat, find what is living there and decide where it is living or non-living.
- To understand what all living things can do (MRS NERG).
- To be able to sort things into different groups.
- To observe closely the different habitats found in the school grounds.
- To understand how different living things are suited to their habitat.
- To be able to name some plants and animals in different micro habitats.
- To gather and record data from a question.
- To be able to talk about my findings from enquiries.
- To record data collected in a tally chart to find out which animals live in different places.
- To observe closely how animals behave in micro habitats.
- To understand and describe how animals get their food and draw a simple food chain.
- To investigate how we know that all plants are living and how the habitat provides all it needs to survive.
- To understand how plants and animals depend on each other to survive.