

Year 2	<b>SEQUENCE OF LEARNING</b>					
Autumn Term 1 2021	<b>Enquiry Question: What traditional tales are told around the world?</b> <i>Does our question give the children a real sense of what they will be exploring and finding out about? Consider the best order for your enquiries and it fits the time of the year. Think about the location and cultural context of our school. Does it coincide with particular events or festivals and is relevant to our community?</i>					
	<b>Harmony Principle: Diversity</b> <i>Does this principle existing in nature integrate into our learning and help develop an understanding of how the world works?</i>					
	<b>Great Work: Create their own version of a traditional tale to share.</b> <i>A purposeful outcome of the learning and a celebration of what has been learnt. Generate a sense of excitement, achievement, pride. The outcome can be shared so we need to adjust our thinking in the current situation.</i>					
	<b>Partners in Learning: Mr Senior: PE</b> <i>Who can enrich and add value to an enquiry?</i>					
	<b>Sustainability theme: Use of materials</b> <i>What can we learn from this principle of harmony that helps us to live more sustainably? This is ultimately the learning goal of a harmony curriculum.</i>					
Literacy Texts	<b>Texts :</b> <b>The Story Machine</b> <b>Here We Are - Diversity</b> <b>Baba Yaga : The house on chicken legs</b>					
<b>Weekly Questions</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Geometry - Architecture	<b>Taj Mahal</b>  Why is the Taj Mahal important to India?	<b>Petra</b>  What materials were used to create this building? How is it different from the Taj Mahal?	<b>Houses of Parliament</b>  How does the shape of this building compare?	<b>Colosseum</b>  Why was the colosseum built?	<b>Burj Khalifa</b>  What shapes from nature inspired the architect of the "blossoming Dubai"	<b>Pyramids of Giza</b>  What materials were used to create these buildings? How are these buildings different from the other buildings we have looked at?

<b>Outdoor Learning : Shelters and Structures</b>	Which materials will be most successful for creating a shelter?	How can we create a tripod structure to shelter an animal?	How can we create a lean to shelter?	How can we use knots to make things secure?	How can we create a frame using knots?	How is our structure successful?
<b>Maths focus</b>	Maths No Problem: Place value - Numbers to 100	Maths No Problem: Place value - Numbers to 100	Maths No Problem: Place value - Numbers to 100	Maths No Problem: Place value - Numbers to 100	Maths No Problem: Place value - Numbers to 100	Maths No Problem: Place value - Numbers to 100
<b>Science</b>	<b>Everyday materials.</b> What different materials can we see in our local environment?	What language do we use to describe certain materials?	Why are some materials used instead of others? Why are spoons made from different materials?	How can I change the shape of different objects?	What materials would be best to build a mini bridge in the classroom?	Jigsaw Joe would like to stay dry when it's raining. What materials would make a good coat/shelter?
<b>Geography</b>	Recap continents and prior learning. Name the continents and oceans, identify these on a map.	What are the human and physical features of the UK?	Where is Kenya? What is the significance of the equator?	Identify the human and physical characteristics of Kenya.	What is life like for people living in Kenya?	Identify the similarities and differences between life in the UK and life in London.
<b>Computing</b>	Rising Stars Unit 1: We are astronauts	Rising Stars Unit 1: We are astronauts	Rising Stars Unit 1: We are astronauts	Rising Stars Unit 1: We are astronauts	Rising Stars Unit 1: We are astronauts	Rising Stars Unit 1: We are astronauts
<b>Art</b>	Are all pencils the same? Investigate how lines and marks are made from observational drawings	How can I create light/dark shapes and lines using pencils?	What is tone? How can the tone change my picture?	How does using a range of media (pencils, crayons, chalk, pastels, felt tips, charcoal) change how I make marks and lines?	Who was Kandinsky and why was he famous?	Can I create a drawing in the style of Kandinsky?
<b>Music</b>	How can we mark the beat in a piece of music?	How does the speed of the beat change in a piece of music?	How can we use our feet to mark the beat in a piece of music?	How can we use our feet to mark the beat in a piece of music?	How can we show the pulse in a piece of music?	How can we show the pulse in a piece of music?
<b>PE</b>	How can I balance safely at different heights? (key vocab: control)	How many different points of contact can I balance with?	How does different apparatus affect how we travel?	How many different jumps can I safely perform?	What different sequences can I perform by myself?	What different sequences can I perform with a partner?

<b>RSHE Jigsaw - Being me in my world.</b>	What are my hopes and fears for this year?	What are my rights and responsibilities of being a member of my class and school?	Can I listen to other people and contribute my own ideas about rewards and consequences?	Will following my class Learning Charter help me and others learn?
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