

Driver – History

- Can I learn about events that happened long ago, even before my recent ancestors were born? Can I understand some similarities and differences between ways of life at different times?
- Do I know that children's lives today are different to those of children a long time ago?
- Do I know why Grace Darling was significant and how her rescue impacted lighthouse development?
- Can I understand how the government make decisions and the role of the Queen in this? Who is the Prime Minister and what is their role and the role of Parliament?
- Do I know how the local area is different to the way it used to be a long time ago? Do I know what we use today instead of older given artefacts?
- Do I understand how seaside holidays were different in Victorian times?
- Do I understand why our local lighthouses were put in place?

Computing

- To understand that personal information is unique to themselves
- To understand that personal information should only be given to trusted adults
- To begin to identify the characteristics of people who are worthy of trust and who can help them make choices that keep them safe
- To understand that emotions can be a tool to help judge unsafe situations
- To understand the importance of checking with an adult before participating in an online environment

Year 2 Curriculum Map – Autumn 1 What was Scarborough like during the Victorian period?

Music

- **Mark the beat** of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.
- **Walk in time** to the beat of a piece of music.
- Sing as part of a choir.
- Demonstrate good singing posture.
- Understand and follow the leader or conductor.
- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.
- Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A
- Explore and create graphic scores:
- Create musical sound effects and short sequences of sounds in response to music and video stimulus.
- Create a story, choosing and playing classroom instruments.
- C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)
- Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.

PSHE

- Identifying hopes and fears for the year ahead
- Understand the rights and responsibilities of class members
- Know that it is important to listen to other people
- Understand that their own views are valuable
- Know about rewards and consequences and that these stem from choices
- Know that positive choices impact positively on self-learning and the learning of others

PE

- plan and perform a sequence of movements
- improve sequence based on feedback
- think of more than one way to create a sequence which follows some 'rules'
- use hitting, kicking and/or rolling in a game
- decide the best space to be in during a game
- use a tactic in a game
- follow rules
- change rhythm, speed, level and direction in dance
- make a sequence by linking sections together
- use dance to show a mood or feeling
- I try several times if at first I don't succeed and I ask for help when appropriate.

RE

- How should we care for others and the world, and why does it matter?
- Identify some ways Christians celebrate Harvest and Pentecost and some ways a festival is celebrated in the Jewish religion.
- Re-tell stories connected with Harvest and Pentecost and a festival in the Jewish religion and say why these are important to believers.
- Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in the Jewish religion.
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.

Art

- Create a printed piece of art by pressing, rolling, rubbing and stamping
- know how to make a clay pot and know how to join two clay finger pots together
- Shape prints— adding colour Use digital images and combine with other media in artwork. Use IT to create art that includes my own work and that of others