



A Moment in Time: Learning from the Past for Our Future

Focus Overview

Year 2

At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do



A Moment in Time: Learning from the Past for Our Future Year 2 - Remembrance

In **History**, children will learn about the life of Mary Seacole and how she contributed to our nation's achievements. We will also focus our learning on significant historical events including wars and the importance of remembrance to us today. In **Design and Technology**, children will make a photo frame, choosing strong, appropriate materials for their designs, which we will link to remembering those who have died. In **Computing**, children will learn how to communicate safely and respectfully online. We will learn about keeping personal information private and recognise common uses of information technology beyond school. In **English** lessons, children will explore instruction writing, which will link to one of our texts called 'Stubby: A True Story of Friendship'. We will move on to learning about adventure stories, which children will also link to their knowledge of soldiers in the war. Children will write instructions about how look after the dog from the story. Our **Reading** lessons will also link to this text and children will embed their understanding of our Retrieve skill and develop their knowledge of Interpret.

Theme Impact

Children will have a deeper understanding of the importance of remembrance and will link this with their knowledge of the war. They will understand the sacrifices made by those who have died and how we honour them today.

Catholic Social Teaching

We will focus on the CST theme of 'peace' and 'reconciliation' linked to wars in the past. We will think about how through our relationship with God we learn about peace, and how we can use that to create lasting peace in our world. We will think about how God would react to a war in our world. Would God want a war in our world? Is this an example of treating each other like brothers and sisters? In the past, was there 'trust' between people in our world? We will compare the world today with the past. Is there 'trust' between people in our world today? Has this changed since the past? Is peace being spread in our world today? We will use the example of Bible stories to spread peace in our world.

Curriculum Drivers

History

National Curriculum Objectives

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Examples could be scientists, reformers, Royals, medical pioneers or creative geniuses.
- Significant historical events, people and places in their own locality.

Knowledge and Skills Progression

- **O2:** Use timelines to order events or objects.
- **O4:** Talk, write and draw about things from the past.
- **H1:** Look at books, videos, photographs, pictures and artefacts to find out about the past.
- **C2:** Describe things that happened to themselves and other people in the past.
- **C3:** Order a set of events or objects
- **C4:** Use a timeline to place important events.
- **C5:** Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/ carers were young.
- **U1:** Recall some facts about people/events before living memory
- **U2:** Say why people may have acted the way they did.

D&T

National Curriculum Objectives

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.
- Build structures, exploring how they can be made stronger, stiffer and more stable.

Knowledge and Skills Progression

DESIGN

- **R1-** Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- **R2-** Children use what they have learnt about media and materials thinking about uses/purposes and properties.
- **R3-** Children represent their own ideas, thoughts and feelings through discussion and drawings.
- **D1-** Talk about what they want to make, in relation to the design brief and their research.
- **D2-** Draw a labelled picture of their product, which may include parts, components, materials.
- **D3-** Choose the materials/ingredients/tools they will use, from a selection.
- **D4-** With support, write a list of the materials/ ingredients/tools they will need.

MAKE

- **MCI**- Cutting- Mark materials before cutting and sometimes measure. Cut paper and other materials safely and with increasing accuracy.
- **MC2**- Joining- Begin to choose the most effective joining methods for the task/materials. Use simple components, such as split pins.
- **MC3**- Testing- Test their product as they work, to see if it meets the requirements of the intended user.
- **MC4**- Improving- Apply their knowledge of materials to make a structure stiffer/ more stable as they work.

MAKE (Textiles)

- **MT1**- Technique- threading a needle.
- **MT2**- Skills- Sewing using running stitch, attempting to produce equal stitches with support.
- **MT3**- Cutting- Cutting fabric carefully
- **MT4**- Design- Creating a design on fabric using applique or using fabric pens/paint.

EVALUATE

- **E1**- Positive- Describe what went well and which aspects of their product they are pleased with.
- **E2**- Critique- Describe anything that didn't work as well and any changes they had to make.
- **E3**- Audience- Discuss what the intended user might think about the product.
- **E4**- Improve- Suggest how their product could be improved.

Computing

National Curriculum Objectives

- Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.

Knowledge and Skills Progression

- **DL1** Know that we should respect people online in the same way we do in real life
- **DL2** Know what constitutes positive and negative online communication
- **DL3** I know how to get help if someone is being bullied on or offline
- **DL4** I can explain how people's identity online can be different to their identity in real life
- **DL5** I can give examples of how to get help if I feel uncomfortable online
- **DL6** I can recognise that work created by me belongs to me and other people's work belongs to them
- **DL7** I can recognise that content I find online may belong to other people

Application

Children will create a remembrance photo frame. They will use their knowledge of what they have learnt associated to remembrance and dedicate their work to someone who has died. This will continue their legacy and children will think of ways they can spread peace in our society today, just like those who they have remembered. We will think about everything we have learnt and ask God to remember everyone who has died. As a year group, we will create a whole- school remembrance prayer for our school to use when someone has died from our school family.

Wider Curriculum Opportunities

Writing

Instructions – How to look after Stubby

Reading

Stubby: A True Story of Friendship by Michael Foreman

Enrichment

Nativity

Home Learning

Learning log about Mary Seacole. This gave children prior knowledge when we learnt about Mary Seacole. Some children had watched the BBC videos at home.

Evaluation Notes

Children were engaged in learning about Stubby. They were able to write effective instructions. They created a poppy to wear, children sewed a black circle in the middle of the poppy and attached an adhesive badge back onto the poppy. This was done in time for Remembrance Day. Some curriculum time was used to practise for the Nativity. Children brought in cardboard for the DT photo frames. They had to measure their photo so it would fit their frame.

Computing unit was not completed due to Nativity rehearsals.

Music unit – objectives were linked to Nativity song rehearsals where possible

RSE/PSHE

Units to cover

PE

National Curriculum Objectives

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Knowledge and Skills Progression

Year 2

Select movements that show a clear understanding of the theme/story/idea of the dance

Show confidence to perform in front of others

Show some sense of dynamic, expressive and rhythmic qualities in their own dance

Use different parts of the body in isolation and combination

Perform with control and balance and demonstrating coordination

Explore and use basic choreography including levels, speed changes, unison and canon

Move with imagination responding to the music

Perform with expression

Attempt to work as part of a group to perform a dance

Able to comment on ideas and emotions and how they can be portrayed through dance

Key vocab: twist, turn, forwards, backwards, sideways, slowly, quickly, sequence, jumps, travelling

Send and Return Unit 2

Decide on and play with dominant hand

Develop tactics to outwit your opponent so they cannot return the ball

Demonstrate basic sending skills in isolation and small games

Show agility to track the path of ball over a line/net and move towards it

Hit a ball using both hand and racquet with some consistency

Return a ball coming towards them using hand or racquet

Play in a modified game send and returning the ball over a line/net

Start a game using basic serving skills

Has developed hitting skills with a variety of bats

Key vocab: Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, hitter, forehand, backhand, court, serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.

Music

Musical Me: Singing and Playing a Song

Cooking in the Curriculum

Blueberry Muffins