

Year 2 Autumn 1 – Red Hill Riches

Science	History	Art
- Living things move, grow, consume nutrients and reproduce - Habitats are places where creatures live to provide food and shelter - A simple food chain follows the direction of a food source	- The Great Fire of London started in Thomas Farriner's bakery in Pudding Lane in 1666 - Houses were built of wood and straw and were close together - There was no fire service at this time so people used buckets to put the fire out - We know about the fire from Samuel Pepys' diaries, artists' paintings and other primary sources	- Evaluate and compare artist's work - Create tone through colour - Sketch observationally - Secondary colours can be created by mixing primary colours
PSHE	RE	Computing
- Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contributions - Choices - Recognising feelings	Making sense of beliefs: - Recognise the words of the Shema as a Jewish prayer - Retell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Chanukah) - Make links between Jewish ideas of God found in the stories and how people live - Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make connections: - Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	- People can look and act differently online and offline - Some images and comments may make people feel sad, frightened or worried - you can communicate with people you don't know online and this can be risky - I need to speak to a trusted adult before sharing information online - I need to ask permission before sharing information about someone. - I have the right to say 'no' or 'I will ask someone' - Information shared online stays there forever - Information online can be seen by anyone - People who experience online bullying are not to blame - Online bullying can take place in lots of different forms - I should go to a trusted adult if I experience or see online bullying - Not everything online is true

Indoor PE

- Begin to provide feedback using key words
- Begin to turn and jump in an individual skipping rope
- Describe how my body feels during exercise
- Show balance when changing direction
- Show hopping, skipping and jumping movements with some balance and control
- Work co-operatively with a partner and a small group

- Passwords need to be generated to keep information safe
- Information should be kept private online
- Passwords need to be generated so that nobody else can use them