

**Engage:**

**Express:**

### Strength Lies in Difference

Children to understand what the term stereotype means  
Children to be familiar with these key terms and understand their meaning: *Identity, Race, Diverse, Ethnicity, Minority, Majority, Responsibility, Values and Stereotype*  
Children to understand that there has been a black presence in Britain for hundreds of years  
Children to understand the impact of people travelling to different places/countries (migration) has had on societies/communities and the way this has influenced the existing culture.

### English / Mathematics

*Please see separate objectives document from Success and Challenge cards*

### Expressive Art and Design

#### Art: Painting

Experiment with different brushes (including brushstrokes) and other painting tools  
Mix primary colours to make secondary colours  
Add white and black to alter tints and shades

#### Music: Composing

Create music in response to a non-musical stimulus  
Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion  
Recognise how graphic notation can represent create sounds  
Explore and invent graphic notation symbols

### Personal, Social and Emotional Development

#### PSHE: What is bullying?

Learn how words and actions can affect how people feel  
Know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe  
Understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable  
Learn how to respond if this happens in different situations  
Learn how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so  
Children should understand that judging or criticising a person for being who they are could be viewed as bullying

#### R.E.: Why do Christians celebrate Christmas?

Know that Christmas is the celebration of Jesus' birth  
Learn stories about the birth of Jesus, illustrating the idea that God is a loving father;  
Identify symbols of Christmas e.g. Crib, and explain their significance.

### AUTUMN TERM 2 Objectives Street Detectives Year Two

#### Knowledge Outcomes

The four compass points on a map are North, South, East and West.  
The four countries that make up the United Kingdom are England, Wales, Scotland and Northern Ireland.  
Know that the term rural means an area of farmland and open space and the term urban means a densely populated area with a town.  
The United Kingdom is in the continent Europe.

**Challenge: Streets are given their name based on the location and the history of the area.**

### Understanding of the World

#### Geography

Use world maps, atlases and globes to identify the UK as well as the seven continents and five oceans. Also identify countries studied through topics.  
Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.  
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  
Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of our surrounding environment.

#### History

Learn about significant people, places and events in pupils' own locality

#### Science: Materials

Identify and compare the suitability of a variety of everyday materials, including glass, metal, plastic, brick, rock, paper and cardboard, for particular uses  
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  
Learn to identify and classify objects

#### Computing: i-Animate

Understand what an animation is  
Understand the premise of a stop-frame animation  
Understand that an animation consists of characters, a stage, props, sound, text and a story  
Understand the importance of a storyboard in the story planning process and to create their own storyboard  
Understand that animations need to be scripted  
Create a stop-frame animation

### Physical Development

#### Multi-skills

Throw and catch displaying a degree of competency, in isolation and in varied environments  
Show an awareness of how the body functions/changes during exercise  
Display development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)

#### Swimming

Swim 25m unaided  
Become proficient in one swimming stroke