

## Termly plan

Year: 2

Term: Autumn

### History Outcomes

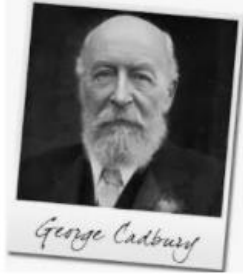
#### Cadbury Family

In this topic, children will learn about George Cadbury and his family.

- Conduct historical enquiries to find out who he was.
- Use pictures, artefacts, stories and memories to find out about the life of John Cadbury
- They will discover who he was, what made him create a factory and how he contributed to local history.
- Children will deepen their understanding by looking at how his factory functioned in the past and how Bournville felt for the workers developing children's use of historical language and empathy of how people's lives were different in the past.
- Children will explore the factory today and analysis and interpret how it is different from the past.

### Writing across the curriculum

- Fiction genres – Retell a story from the Cadbury Factory
- Information text – Letter stating what life was like to work for the Cadbury family in the 19<sup>th</sup> Century
- Persuasive writing – Visiting Cadbury Factory or Bournville Village
- Explanation texts – Who was John Cadbury and why is Cadbury significant?



## Cadbury Family

### Possible enrichment opportunities:

Visit to the Cadbury Factory and Bournville Village

### Geography Outcomes

In this unit, children will develop their human and physical Geographical knowledge and understanding about Wolverhampton and surrounding local cities. They will:

- Use different maps to identify and locate, describe and compare features within their city and surrounding cities.
- Use a compass to find and locate places on a map.
- Use positional language to make reference to the location of different geographical features.

### PSHE

Our topic for the beginning of this term is Health and Well-Being. There are six lessons within each unit. These are based around six progressive themes across the half term as seen below:

- Wonderful Me,
- People Around Me,
- Meaning and Purpose,
- Resilience,
- Healthy Body, Healthy Mind,
- Relaxation

### Religious Education

#### Who made the world?

In this unit, children will discover the meaning of the Creation story and the creator of it.

They will retell the story of creation from Genesis 1:1–

2:3. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.

### Art – World of Colour

In this unit children will explore the world of colour. They will investigate primary and secondary colours and consider how colours can be mixed to make a new colour. The children will compare the work of artists and investigate how colour can reflect a mood. They will consider the impact of colour used within paintings and why particular colours are chosen. They will understand what is meant by the word 'tone' and explore ways of making colours lighter and darker.



### Maths across the curriculum

- Counting
- Place Value
- Four operations ( + - x ÷ )
- Fractions

### DI

In this unit, children will evaluate existing puppets. They will then link their learning to their Cadbury World topic and create puppets based on Freddo Frog and Chuckle Bean characters. They will explore how best to make the puppets using a range of materials, and find out how levers and sliders work to make their puppets interactive. Children to practise using the running stitch to create the puppets and suggest how to make them fit for purpose by adding cardboard to strengthen. Finishing techniques will make their puppets appealing, ready to be showcased in the Cadbury World gift shop!

### Science

#### Living Things and their habitats

Children will learn to identify living, dead and things that have never been alive by working scientifically to suggest how to find things out and with help will make suggestions about collecting data to answer questions. Children will learn to describe their observations using scientific vocabulary and record them, using simple tables. They will use simple texts and information technology to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

Children will gain explore and name a variety of plants and animals in their habitats, including micro-habitats. They will then gather and record information to help deepen their understanding about how habitats can support living things and begin to understand how living things adapt and suit their environment. Children will also describe how animals obtain their food from plants and other animals, describe a variety of food chains and identify and name different sources of food.