

Spring Medium Term Overview 201920

Year Group: 2 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 1 Yr 1 and Yr2	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
Significant people Y1 - Mary Anning Y2-David Attenborough	Investigate and interpret evidence	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. 	<p><u>Make links to our work in Science, Art and Geography</u></p> <p><u>Vocabulary relating to David Attenborough</u> broadcaster conservation discovery documentary encounter environment expedition knighthood naturalist natural history organisation palaeontology Royal Navy scientist vertebrate wildlife</p> <p><u>Questions to investigate</u> What do we know about the life of David Attenborough? What was DA's childhood like compared to our own? How has DA changed what we know about the world? How are we changing about the way we live because of some of David Attenborough's findings?</p> <p><u>Outcomes:</u> Create and annotate a timeline with the key events of David Attenborough's life. Compare to the timeline for Neil Armstrong and Tim Peake.</p> <p>Write some questions you would like to ask DA.</p> <p>Explain what makes David Attenborough a significant person.</p>
	Build an overview of world history	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	
	Understand Chronology	<ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. 	
	Communicate historically	<ul style="list-style-type: none"> Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. Use words and phrases such as: a long time ago, recently, when my parents/carers were 	

Spring Medium Term Overview 201920

Year Group: 2 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

		children, years, decades and centuries to describe the passing of time.	<p>Compare and contrast one of DA's early documentaries with one of his latest documentaries.</p> <p>Organise information about the life of David Attenborough.</p> <p>Explain why DA is worried about the world. Describe how people can change the way they live.</p>
Geography			
Continents and oceans UK and world weather	Investigate places	<ul style="list-style-type: none">• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.• Use aerial images and plan perspectives to recognise landmarks and basic physical features.• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.• Name and locate the world's continents and oceans.	<p>Explore the world's continents and oceans (linking to David Attenborough – Year 2) through a range of texts: The Ugly Five, Mama Panya's Pancakes – Africa We're Sailing to Galapagos – South America You Are Called What? – all continents</p> <p>Outcome: over a series of lessons, children will populate a blank world map to include the world's continents and oceans. Children will add the wildlife found in different continents (link to art and history).</p> <p>Lesson one: see investigate patterns Lesson two: use world maps, atlases and globes to identify the UK and its countries. Label the UK on our world map. Lesson three: focus on naming the world's continents using a range of songs and explore using world maps, atlases and globes. Label continents on world map.</p>

Spring Medium Term Overview 201920

Year Group: 2 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

			<p>Lesson four: focus on naming the world's oceans using a range of songs and explore using world maps, atlases and globes. Label oceans on world map.</p> <p>Lesson five: focus on Africa. Ask and answer geographical questions What is this place like? What or who will in see in this place? What do people do in this place? Add African animals onto our world map.</p>
	Investigate patterns	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school. 	<p>Lesson one:</p> <p>Discuss the children's experiences of the weather in the UK – link to prior learning on seasons. Watch a UK weather forecast.</p> <p>Use the book 'On the Same Day in March: A Tour of the World's Weather' to discuss the weather in seventeen different places (from the poles to the equator) on the same day in March.</p> <p>Children to use a storyboard to show the weather on the same day in March in several different locations, including the UK.</p>
	Communicate geographically	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 	<p>Vocab to be used throughout the unit: continent, country, city, town, village, ocean, coast, weather, equator, compass directions, north, south, east and west</p>

Spring Medium Term Overview 201920

Year Group: 2 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	
Art & Design			
Drawing and painting Wildlife drawing+ painting	Develop ideas	<ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	Prepare sketchbook with key vocabulary (primary colours, secondary colours, tints, tones, colour wheel) and inspiration / prompts.
	Master Techniques	Painting <ul style="list-style-type: none"> Use thick and thin brushes Mix primary colours to make secondary colours Sort and arrange materials. Add white to colours to make tints and black to colours to make tones Create colour wheels Drawing <ul style="list-style-type: none"> Use lines of different sizes and thicknesses. Colour (own work) neatly following the lines Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils 	Link to work on continents and David Attenborough focusing on Africa as this fits in with Steven Brown's work. Outcome: Children will master techniques, taking inspiration from Steven Brown's work to draw and paint a wildlife picture of an African animal (Year 2) or a dinosaur (Year 1) Lesson one: prepare sketchbook with key vocab and inspiration. Revisit learning of primary and secondary colours. Create a colour wheel. Lesson two: Add white to colours to make tints. Add black to colours to make tones. Lesson three: drawing techniques – lines of different sizes and thicknesses. Patterns and textures by adding dots and lines. Lesson four: draw an African animal/dinosaur in the style of Steven Brown. Take photocopies of work for next sessions. Lesson five: colour African animal/dinosaur using coloured pencils, neatly following the lines and show different tones by using coloured pencils.

Spring Medium Term Overview 201920

Year Group: 2 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

			Lesson six: paint copy of African animal/dinosaur Choose one secondary colour and paint in different shades and tones.
	Take inspiration from the greats	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	Prepare sketchbook with key vocabulary (primary colours, secondary colours, tints, tones, colour wheel) and inspiration / prompts from artist Steven Brown. Link to work on continents and David Attenborough focusing on Africa as this fits in with Steven Brown's work (Year 2) and Mary Anning (Year 1)

Design & Technology

<p>Y1 Construction and mechanics</p> <p>Mother's day cards</p> <p>Y2 Construction and mechanics</p> <p>Making a kite</p>	Master practical skills	<p>Materials</p> <ul style="list-style-type: none"> Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>Textiles</p> <ul style="list-style-type: none"> Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<p>Children to practise using the hacksaw safely to cut wooden dowling, tying two sticks together and measuring accurately using a ruler.</p> <p><u>Vocabulary</u> <u>Kite, sail/cover, spars, vents, tail, hacksaw, wooden dowelling, material, knot</u></p>
	Design, make, evaluate and improve	<ul style="list-style-type: none"> Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. 	<p>Evaluate the use of different materials for the kite covering. Evaluate using the word bank.</p> <p>Children to create an ideas board using different images of kites from picture stocks.</p>

Spring Medium Term Overview 201920

Year Group: 2 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> Use software to design. 	Children to design their own kite- deciding on which shape to use and what it looks like.
	Take inspiration from design throughout history	<ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. 	Prepare sketchbook with key vocabulary and inspiration of the three different types of kite we are looking at (diamond, delta and sled). Children to label with the vocabulary.
Science			
Winter Season	Work scientifically	<ul style="list-style-type: none"> Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. 	<p>Winter Season</p> <p>Observe changes to the environment in winter (eg. trees, weather). What clothes are needed?</p> <p>Collect and record data for winter weather (measure temperature, rainfall, wind direction).</p>
Animals and plants	Understand plants	<ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Explain how some animals adapt to winter.</p> <p>What is day length like in winter?</p> <p>Vocabulary – season, winter, temperature, rainfall, adapt, environment</p> <p>Plants</p> <p>Grow a hyacinth from a bulb (glass jar) and a bean from a seed. Observe, describe, compare and contrast.</p>
Habitats			

Spring Medium Term Overview 201920

Year Group: 2 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

	<p>Understand animals and humans</p>	<ul style="list-style-type: none"> • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. 	<p>Vocabulary – bulb, seed, conditions, growth</p> <p><u>Animals</u> Recognise the five types of vertebrates (mammals, fish, reptiles, amphibians, birds).</p> <p>Identify and sort animals into carnivores, herbivores and omnivores.</p> <p>Vocabulary – vertebrates, mammals, reptiles, amphibians, carnivore, herbivore, omnivore</p> <p><u>Habitats</u> Revise concept of living, not living, never been alive. Explore world habitats (link to David Attenborough). How do they provide for the basic needs of different plants and animals? (Save micro-habitats for the summer term)</p> <p>What do animals eat? Investigate and describe simple food chains linked to habitats studied. (Revisit in Summer term).</p> <p>Vocabulary – habitat, food chain, predator, prey, suitable, source</p>
	<p>Investigate living things</p>	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and that have never been alive. • 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. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food 	

Spring Medium Term Overview 201920

Year Group: 2 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

		chain, and identify and name different sources of food.	
	Understand evolution and inheritance	<ul style="list-style-type: none">• Identify how humans resemble their parents in many features.	
	Investigate materials	<ul style="list-style-type: none">• Distinguish between an object and the material from which it is made.• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.• Describe the simple physical properties of a variety of everyday materials.• Compare and group together a variety of everyday materials on the basis of their simple physical properties.• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.• Identify and compare the suitability of a variety of everyday materials, including wood, metal,	

Spring Medium Term Overview 201920

Year Group: 2 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

		plastic, glass, brick/rock, and paper/cardboard for particular uses.	
	Understand the Earth's movement in space	<ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	
Computing			
Y1 <u>Programming toys</u> Twinkl planning	Code	<ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. Add text strings, show and hide objects and change the features of an object. Select sounds and control when they are heard, their duration and volume. Control when drawings appear and set the pen colour, size and shape. Specify user inputs (such as clicks) to control events. Specify the nature of events (such as a single event or a loop). Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?) 	<p>Y1- more detailed planning to be found using Twinkl planit</p> <p>Lesson 1- Understanding that programs follow precise instructions</p> <p>Lesson 2- Write a precise instruction</p> <p>Lesson 3- write an algorithm to direct a person</p> <p>Lesson 4- programming a bee bot</p> <p>Lesson 5- Debugging a bee bot</p> <p>Lesson 6- Program a bee bot to go where I want it to.</p> <p>Y2- more detailed planning to be found using Twinkl planit</p> <p>Lesson 1- understand what an algorithm is and turns Left and Right</p> <p>Lesson 2- understand algorithms and quarter and half turns</p> <p>Lesson 3- As lesson two but write as right 90 and left 90</p> <p>Lesson 4- writing, following and completing algorithms</p> <p>Lesson 5- recognising the language used in algorithms</p> <p>Lesson 6- creating, testing and debugging an algorithm.</p>
Y2 Coding and programming <u>Preparing for turtle logo</u> Twinkl planning	Connect	<ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. 	Children to look at the class account on twitter and contribute to it.

Spring Medium Term Overview 201920

Year Group: 2 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Music

<p>Y1 In the Groove (Funk)</p> <p>Y2 I wanna Play in a band (rock)</p>	Perform	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<p>See separate planning documentation from Charanga.</p> <p>-Start to learn the song</p> <p>-Sing the song</p> <p>-sing the song and play instrumental parts within the song.</p>
	Compose	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	<p>Warm up games</p> <p>Flexible games (optional)</p> <p>Improvise</p> <p>Compose</p>
	Transcribe	<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. 	<p>Compose</p> <p>Play composition within your song</p> <p>Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p>
	Describe music	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<p>-Listen and appraise activities</p> <p>-Warm up games</p>

P.E

<p>Fitness (Core strength)</p>	<p>Develop practical skills in order to participate,</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> Copy and remember actions. 	<p>Each session should start with a warm up- aerobic exercise- Zumba Kids youtube for ideas- leading to your own routines.</p>
--------------------------------	---	--	--

Year Group: 2 'What a Wonderful World'

‘What a Wonderful World’

Cycle Year: A



<p>Vocabulary: Balance muscles Aerobic exercise Reaction time Distance Accuracy Core stability Coordination skills Front support Back support</p>	<p>compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<p>Use Skills 2 play sport to develop core skills to help in gymnastics Lesson one- Toe Tappers Lesson two- Grabber Lesson three- back to front challenge Lesson four- spiders webs Lesson five- over, under move and through Lesson six- mix and match Lesson seven- Stable and able Lesson eight- zig zag Lesson nine- space evader Remaining lessons allow the children to choose their favourite games and create a circuit.</p>
<p>R.E</p>			
<p>Y1 Community – Christianity</p> <p>Y2 – community Islam</p>	<p>Understand beliefs and teachings</p>	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. 	<p>Y1 What does it mean and why does it matter to belong? What belonging means to individual Christians in the locality The church's role in bringing people together, e.g. during key festivals such as Christmas and Easter</p> <p>Y2 What do Muslims do to celebrate birth? Birth of a baby as a blessing - aqiqah ceremony, why belonging is special Call to prayer (Adhaan) into baby's ear and taste of something sweet Shaving of head, weighing of hair</p>

Spring Medium Term Overview 201920

Year Group: 2 'What a Wonderful World'

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Vocabulary In bold	Understand practices and lifestyles	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	Y1 What do Christians do to celebrate birth ? What do Muslims do to express their beliefs? Ibadah (worship and belief in action) - use of significant objects, e.g. prayer beads, prayer mats, compass Worship in the home Respect for teachers and elders
	Understand how beliefs are conveyed	<ul style="list-style-type: none"> Explain the meaning of some religious symbols. 	Y1 Birth (christening, dedication), meaning of actions and symbols Name some religious symbols.

RSE & PSED

Relationships	Feelings and Emotions	Y1- recognising feelings in self and others; sharing feelings Y2- Behaviour; bodies and feelings can be hurt	See PSED PLANNING FRAMEWORK Lessons to be delivered in the class and year Assemblies
	Healthy Relationships	Y1- secrets and keeping safe; special people in their lives Y2- listening to others and play cooperatively; appropriate and inappropriate touch; teasing and bullying	
	Valuing difference	Y1&2- Respecting similarities and differences in others; sharing views and ideas.	