

Autumn Medium Term Overview 202021

Year Group: 2 'Colours' Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 1 Yr 1 and Yr2	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
<p><u>Significant people</u></p> <p><u>The two Queen Elizabeths</u></p> <p><u>Vocabulary</u> monarch, palace, reign, royal, jubilee, empire, tudor</p> <p><u>Guy Fawkes</u> <u>Why do we celebrate Bonfire night?</u></p> <p><u>Vocabulary</u> parliament, religion, gunpowder, plotter, commemorate</p>	<p>Investigate and interpret evidence</p> <p>Build an overview of world history</p> <p>Understand Chronology</p> <p>Communicate historically</p>	<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. <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. <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. <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 	<p><u>The two Queen Elizabeths</u></p> <p>Children will learn about the two famous queens in England's history: Elizabeth I and Elizabeth II. They will explore what a palace is and why queens and kings live in them.</p> <p>Children will look at what life was like in the Tudor times. They will learn about Elizabeth I and the changes she made during her reign. They will consider ways in which life is different today to life in Tudor times.</p> <p>Children will learn about the current royal family and the reign of Elizabeth II. They will explore what the British Empire was and what a jubilee is. Children will learn the life and achievements of Elizabeth II.</p> <p>Children will use what they have found about the two queens to compare two different time periods. They will describe the difference between the Tudor period and life today. They will discuss what has changed over time.</p> <p>Children will use images to compare the appearance of the two famous queens, thinking about what we can learn from these images. They will describe the similarities and differences between the two queens and compare their roles and achievements.</p> <p><u>Guy Fawkes Why do we celebrate Bonfire night?</u></p> <p>Children will find out why Guy Fawkes and the rest of the group of plotters want to kill King James who was in the Houses of Parliament.</p>

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		children, years, decades and centuries to describe the passing of time.	Children will learn who Guy Fawkes was and what happened on 5 th November 1605. Children will recognise how we remember Guy Fawkes now. What are we celebrating on that day?
Geography			
UK and world weather <u>Vocabulary</u> Map, island, sea, continents, country, town, city, landmark.	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. 	Discuss children's knowledge of where they live. Provide context by looking at the world, Europe, England, Grantham and finally their address. Locate human and physical features of Grantham on an aerial map. Children to create their own 3D maps of Grantham identifying local landmarks. Discuss the four countries and capital cities of the United Kingdom (this can be done by watching a weather forecast).
	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. 	

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		<ul style="list-style-type: none"> Identify land use around the school. 	
	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. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p>Children to identify local landmarks as human and physical geographical features from photographs provided.</p> <p>Children to understand the basic symbols used in a key (when looking at a map of Grantham).</p>

Art & Design

Drawing and painting <u>Vocabulary</u> Colour Mix Primary secondary	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. 	Books to create starting points and explore ideas: The Colour Monster – Anna Llenas- linking colours to emotions Bloom – Anne Booth - linking flowers to emotions The Big Book of Blooms – Yuval Zommer – flower illustrations.
	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	Colour mixing – identify primary and secondary colours. Mix primary colours to make secondary colours. Add white and black to make tints and tones. Observe sunflowers using a magnifying glass. Show pattern and texture by adding dots and lines. Sketch and paint sunflower pictures in the style of artists studied below.

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		<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 	
	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. 	<p>Sunflower pictures to study, describe and use to create own sunflower picture:</p> <p>Claude Monet, Van Gogh, Georgia O'Keeffe, Gustav Klimt.</p>

Design & Technology

<p>FOOD</p> <p>Sandwiches for Teddy Bear's picnic</p> <p><u>Vocabulary</u></p> <p>Nutrition, healthy, diet, carbohydrates, fats, protein, fruit, vegetables, dairy.</p>	Master practical skills	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. • use the basic principles of a healthy and varied diet to prepare dishes. • understand where food comes from. 	<p>Lesson 1 Children will learn about the nutritional content of a variety of sandwiches and fillings, and consider how grouping food can help us plan for a healthy diet. They may then either conduct surveys or design menus according to given criteria.</p> <p>Lesson 2 Children will identify, taste, describe and sort a variety of different breads and sandwich fillings. They will then discuss their personal preferences</p> <p>Lesson 3 Children will devise their own sandwich recipe, selecting bread and filling. They may then either write their recipe and draw annotated images to show it, or write and peer review recipes in small groups.</p> <p>Lesson 4 Referring to their previously written recipes, children will make their own sandwiches.</p> <p>Lesson 5 Children will discuss the process of creating and following a recipe, evaluating their own process as well as their finished product. They will then do an end of unit quiz.</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. • Use software to design. 	
	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. 	

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Science

<p>Animals and plants</p> <p><u>Vocabulary</u> Plant, stem, root, seed, deciduous, evergreen, petal, leaf. Amphibians, reptiles, birds, mammals Herbivore, carnivore, omnivore, head, arm, leg, body, heart, brain, touch, taste, hear, sight, smell</p>	<p>Work scientifically</p>	<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. 	<ul style="list-style-type: none"> Children will plant a bean seed. Discuss what the bean looks like before planting, chn to predict the changes that will happen. Discuss what it will need in order to grow. Set up the cress experiment and place one in the light and one in the dark, one to be watered and one to be left dry. Chn will look at pictures of plants, can they recognise any common ones. Discuss what a wild plant is and why they might be unfamiliar with them. Go for a walk and gather data about which plants are common in our school ground. Chn to talk about plants they know they will see in their own environment. Design a garden. Chn to look at a range of trees, do they know any of them. Discuss the terms deciduous and evergreen. Identify which are which by their leaf type. Chn to match leaves to the images of trees and then record leaf and name. Chn to discuss parts of plants-what do they already know. Children to pick apart real flowers to identify the parts and then record by labelling a picture. Chn to review their beans. Look at the teacher's plant in a jar and discuss the roots, stem, direction of growth etc. Paint a picture of their bean plant and link to art-colours and shades etc. Children will look at a selection of pictures and sort them into fish, amphibians, reptiles, birds and mammals. Look at and discuss the features-what makes a bird a bird etc? Why are some animals pets? Children will look at pictures of a carnivore, herbivore and omnivore. Identify their different features e.g. claws, sharp teeth, flat teeth. Discuss the diets of these different animals
	<p>Understand plants</p>	<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>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. 	

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		<ul style="list-style-type: none"> 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>and link to their fetures. Children to sort animas into carnivores, herbivores and omnivores.</p> <ul style="list-style-type: none"> Children will identify the human body. Chn to lay down and draw a large human body around one of their classmates Name and label the basic parts in the human body e.g. arm, leg, head ext heart, brain, lungs. Photograph work. Hold up a jar of marmite-have you tried this before? Do you like it? Why do some people like foods and others don't? Discuss taste as a sense. Children will explore what other senses we have. Look at sense song. Create a five senses poster. Carry out senses test if possible. Children to look at a set of pictures of animals and their offspring, can they match offspring to their adult.
Computing			
<u>Vocabulary</u>	Communicate	<ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. 	https://www.bbc.co.uk/bitesize/topics/zymykgq What is a computer? How computers help you learn? What is the internet? How do people use computers at work? How can you use the internet? How do you take care of personal information? How can you use it safely?
	Connect	<ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. 	Smarty the penguin lessons on safety. Lesson 1 focuses on pops and in app purchasing, inappropriate websites for older children and cyber bullying Lesson 2- focuses on upsetting images, unreliable information and talking to strangers online.
Music			

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<p>Hey You (Old school hip hop)</p> <p>Vocabulary</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p> <ul style="list-style-type: none"> ● Rhythm – long and short sounds or patterns that happen over the pulse. ● Pitch – high and low sounds. ● Tempo – the speed of the music; fast or slow or in-between. ● Dynamics – how loud or quiet the music is. ● Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. ● Texture – layers of sound. Layers of sound working together make music very interesting to listen to. ● Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. ● Notation – the link between sound and symbol. 	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> <ul style="list-style-type: none"> -Start to learn the song -Sing the song -sing the song and play instrumental parts within the song.
	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. 	<ul style="list-style-type: none"> -Listen and appraise activities -Warm up games

P.E

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<p>Dance and Target Games- Get set 4 PE</p> <p>Vocabulary Swaying, floating, gust, swirling, galloping. Aim, target, underarm, overarm, accuracy, distance.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combinations • Develop tactics. • Lead others when appropriate. 	<p>LESSON 1 Counting. To explore travelling actions. To be able to use counts of 8 to move in time with music.</p> <p>LESSON 2 Trees and leaves. To remember and repeat actions. To respond imaginatively to a stimulus.</p> <p>LESSON 3 Pirates. To copy, remember and repeat actions that represent the theme.</p> <p>LESSON 4 Pirates. To copy, remember and repeat actions. To choose and perform actions that represent the theme.</p> <p>LESSON 5 The lost toy. To use expression to show feelings. To create actions that relate to a story.</p> <p>LESSON 6 The Lost Toy. To use a pathway when travelling. To remember and repeat actions.</p> <p>LESSON 7 Puddles. To choose actions that represent the theme. To copy, remember and repeat actions that represents the theme.</p> <p>LESSON 8 Puddles. To show changes in expression, level and shape.</p> <p>LESSON 1 To develop underarm throwing towards a target.</p> <p>LESSON 2. To develop throwing for accuracy</p> <p>LESSON 3 To develop throwing for accuracy</p> <p>LESSON 4 To develop underarm throwing for accuracy. To explore overarm throwing towards a target.</p> <p>LESSON 5 To develop throwing for accuracy with an underarm and overarm throw. To develop throwing for distance.</p> <p>LESSON 6 To develop throwing for accuracy and distance. To select the correct technique for the situation.</p> <p>LESSON 7 To develop throwing for accuracy. To develop throwing for distance.</p> <p>LESSON 8 To develop throwing for accuracy and distance under pressure.</p>
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R.E

The natural World.
How do Christians express their religion and beliefs?

Vocabulary
create
Creator
God
Allah
dead
alive
Christian
Christianity
Judaism
Muslim
Islam
make
living
beautiful
mysterious
earth
sea
sky
animal
bird
Saint Francis
unique
special
shell
feather
stone

Understand beliefs and teachings

- Describe some of the teachings of a religion.
- Describe some of the main festivals or celebrations of a religion.

Understand practices and lifestyles

- Recognise, name and describe some religious artefacts, places and practices.

Understand how beliefs are conveyed

- Explain the meaning of some religious symbols.

Lesson 1-Chn will look at a range of items and discuss if they were ever living, natural manmade etc. What adjectives would you use to describe the object? Reflect that some people believe God the maker created all things. Chn to draw a picture of an item that is special to them and discuss who gave them it or where it came from. Was it ever living?

Lesson 2- Read the creation story and explain that Adam and Eve were given the responsibility of looking after Eden and naming all animals. Show chn pics of animals, do they know what they are called and where they come from? Discuss conservation and create a poster.

Lesson 3- Introduce the term harvest to the chn. What do farmers, churches, food banks and schools do during harvest time.

Lesson 4- Read the story of St Francis to the chn, discuss why he gave up his riches to live a simple life. What does it mean to be kind. Chn to create a list of kind deeds they could try to complete before Christmas.

Lesson 5- Discuss how you feel when you have created a piece of work that you are proud of? How would you feel if I ripped up your work and put it in the bin? Imagine you were creating a perfect garden, what would your garden have in it? What rules would you have for people so they do not damage your garden? Chn to draw their garden and share write a set of rules for people to use the garden. Explore how people follow rules to live a life they are proud of.

Lesson 1-Share a special book with the chn. Discuss why its special and how it should be treated. Do chn know what book is special to Christians? Share the bible with the chn and explain it is full of stories that give teachings.

Lesson 2. Look at baby photos and discuss how people are happy and excited when a baby is on the way. Share the story of when the angel Gabriel visited Mary to tell her she was going to have a special baby. Share write Mary was told she was going to have a baby.

Lesson 3-Discuss why we have candles at birthdays and Christmas- Christians believe Jesus is the light of the world and this is represented

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			<p>through candles we have on our birthday cakes and Christmas cards with candles on them etc. Children to create a card with a candle on it.</p> <p>Lesson 4-Share the story of the birth of Jesus. What is the same different to women having babies today? Discuss how advent is the count down to Jesus being born. Clozed procedure about advent and the birth of Jesus.</p> <p>Lesson 5-Recap the story and talk about the role of the angel, shepherds and wise men. Chn to match pictures and sentences about the other characters.</p> <p>Lesson 6-Talk about the Wise Men and King Herrod. Why was Herrod scared of Jesus. Should the Wise Men tell him about Jesus? Chn complete speech bubbles about how Herrod, Mary and the Wise Men feel.</p>
RSE & PSED			
<p>Relationships</p> <p><u>Vocabulary</u></p> <p>Family similar, different, polite, rules, privacy, respect, environment,</p>	<p>Families and Friendships</p>	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family 	<p>Lesson 1-Who are our special people? What makes them special to us? How do they look after us and us after them? How can we help people who look after us?</p> <p>Lesson 2-Who is in our family. Are all families the same?</p> <p>Lesson 3- Do we have to keep promises and secrets if someone says so? When should we tell someone? Who can we tell? Will we get in trouble if we tell? What should someone do if they are asked or told to keep a secret they feel unsure about?</p>

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unique, special, feelings, love, healthy, hygiene.	Safe relationships	<ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission 	<p>Lesson 4-How do we feel today? How do we show/tell people how we are feeling? How do others show their feelings? How do we help if someone is feeling unhappy?</p> <p>Lesson 5- How do people keep things private? How do we know when someone wants to keep things private? Should we keep everything private?</p> <p>Lesson 6- How does it feel in our bodies when someone who makes us feel safe and happy cuddles us? How do our bodies react when we don't want to be touched? If something is happening that we do not like what can we say or do? How else can we say no to being touched? Who should we tell if we feel uncomfortable, worried or confused?</p>
	Respecting ourselves and others	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns 	<p>Lesson 7- When people talk about behaviour what do they mean? When have we been kind to someone and how did it make them/us feel? How does it feel to do the right thing? How does it feel to do the wrong thing?</p> <p>Lesson 8- How do we know when someone is listening to us? How does playing nicely look? What is it like when we play together well? How can we play better together? Who helps us at home/school? How does being helped feel? How can we help others?</p> <p>Lesson 9- Why should we let others know of our ideas and thoughts? Why is it important to listen to the ideas and thoughts of others? What if these are different to our own?</p>