

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>	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>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>
	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. 	<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>
	Understand Chronology	<ul style="list-style-type: none"> Place events and artefacts in order on a time line. 	<p><u>Guy Fawkes Why do we celebrate Bonfire night?</u></p>

Autumn Medium Term Overview 202021

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A PRIORY ACADEMY

		<ul style="list-style-type: none"> 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. 	<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> <p>Children will learn who Guy Fawkes was and what happened on 5th November 1605.</p> <p>Children will recognise how we remember Guy Fawkes now. What are we celebrating on that day?</p>
	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 children, years, decades and centuries to describe the passing of time. 	

Geography

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. 	<p>Discuss children's knowledge of where they live. Provide context by looking at the world, Europe, England, Grantham and finally their address.</p> <p>Locate human and physical features of Grantham on an aerial map.</p> <p>Children to create their own 3D maps of Grantham identifying local landmarks.</p> <p>Discuss the four countries and capital cities of the United Kingdom (this can be done by watching a weather forecast). Year 2 children to revise their knowledge of London from Year 1. Children to sort images of landmarks from London and Grantham.</p>
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Autumn Medium Term Overview 202021

Year Group: 2 'Colours'

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

		<ul style="list-style-type: none"> • 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. 	
	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>Science link – discuss seasonal weather changes in the UK. Create a season wheel showing typical weather in each season.</p> <p>Daily activity – discuss the weather and ask the children to estimate the temperature. Use a thermometer to read the temperature. Add context by discussing how warm we would expect it to be in the UK and how cold we would expect it to be.</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>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>

Autumn Medium Term Overview 202021

Year Group: 2 'Colours'

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

Autumn Medium Term Overview 202021

Year Group: 2 'Colours'

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

FOOD Sandwiches for Teddy Bear's picnic <u>Vocabulary</u>	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.	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. Lesson 2 Children will identify, taste, describe and sort a variety of different breads and sandwich fillings. They will then discuss their personal preferences 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. Lesson 4 Referring to their previously written recipes, children will make their own sandwiches. 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.
	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.	
Science			
<u>Animals (including humans) and plants</u> <u>Vocabulary</u>	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.	Plants Children will look at different seed types and identify and name the plants they belong to. They will learn about bulbs and complete a sequencing activity to show bulb growth. Children will describe ways that seeds can be dispersed. Children will explain how plants change over time.
	Understand plants	<ul style="list-style-type: none">• Identify and name a variety of common plants, including garden plants, wild	

Autumn Medium Term Overview 202021

Year Group: 2 'Colours'

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

<p>seed, bulb, deciduous, evergreen,</p>		<p>plants and trees and those classified as deciduous and evergreen.</p> <ul style="list-style-type: none"> 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. 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><u>Animals including humans</u></p> <p>Lesson 1 Animal babies – describe how animals change as they grow</p> <p>Lesson 2 Growing and changing – Investigate if children are faster as they get older</p> <p>Lesson 3 Basic needs – How to look after a pet</p> <p>Lesson 4 Healthy Eating – what makes a balanced diet?</p> <p>Lesson 5 Hygiene – the importance of keeping clean</p>

Autumn Medium Term Overview 202021

Year Group: 2 'Colours'

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

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/zymykat 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

Y2 Hands Feet Heart (South African styles) <u>Vocabulary</u> Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel. Pulse – the regular heartbeat of the music; its steady beat. • Rhythm – long and short sounds or patterns that happen over the pulse. • Pitch – high and low sounds.	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. 	See separate planning documentation from Charanga. -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. 	Warm up games Flexible games (optional) Improvise Compose

Autumn Medium Term Overview 202021

Year Group: 2 'Colours'

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

<ul style="list-style-type: none"> •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. 		<ul style="list-style-type: none"> • Create short, rhythmic phrases. 	
	Transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	Compose Play composition within your song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance
	Describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	-Listen and appraise activities -Warm up games

P.E

Yoga- Get set for PE <u>Vocabulary</u> Flexibility, Namaste, balance, focus, inhale, alignment, breathing, mindfulness, reflect, fluid, maintain, shape, transition, sun salutation, pose, reflect, strength, control, connect, relaxation,	Develop practical skills in order to participate, compete and lead a healthy lifestyle	<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. • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. 	LESSON 1 To develop controlled movement and flexibility. To develop an understanding of what yoga is. LESSON 2 To show control when copying and repeating yoga poses. LESSON 3 To develop strength and co-ordination in yoga poses. LESSON 4 To show control and technique when working with a partner to create poses. LESSON 5 To show balance, control and co-ordination in yoga poses.
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Autumn Medium Term Overview 202021

Year Group: 2 'Colours'

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

sequence, coordination, exhale, imagery, posture.		<ul style="list-style-type: none"> Show contrasts (such as small/tall, straight/curved and wide/narrow). Hold a position whilst balancing on different points of the body. Stretch and curl to develop flexibility. 	<p>LESSON 6 To copy and create poses in an animal flow.</p> <p>LESSON 7 To copy and repeat a Summer flow showing control and co-ordination.</p> <p>LESSON 8 I can copy a yoga flow, changing my breath to match the poses.</p>
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R.E

<p>How do Muslims express their religion and beliefs? <u>Vocabulary</u> Islam Allah Creator crescent creation Muslim create star moon Qur'an symbol Ibadah Prayer beads Prayer mats Compass Eid-ul-Fitr Eid-ul-Adha Worship Aqiqah Adhaan</p>	Understand beliefs and teachings	<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>Lesson 1-Use My muslim faith book, discuss Allah and Muslim beliving in creation and responsiblity- make class rules for caring for the class environment. Lesson 2-Use story of the crying camel to reinforce the beliefs about creation. Discuss how muslims thank Allah for creation. Lesson 3- Think about different ways of expressing thanks an feeling gratitude. Examine a prayer mat. Discuss what prayer is. Lesson 4- Look at the birth of a child into the muslim faith. Look at sequence using My muslim beliefs. Discuss the different names they like. Lesson 5- Talk about rules we have to behave and survive. Introduce the Qur'an. Lesson 6- Learn about the Qu'ran and what rules it has for muslims. Write one of the rules in neat handwriting.</p>
	Understand practices and lifestyles	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	
	Understand how beliefs are conveyed	<ul style="list-style-type: none"> Explain the meaning of some religious symbols. 	

RSE & PSED

Autumn Medium Term Overview 202021

Year Group: 2 'Colours'

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

Relationships	Families and Friendships	<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- talk about who makes up a family. Who lives in their house and who cares for them there. Children to record people who are in their house.</p> <p>Lesson 2- talk about other people who care for them in their school, clubs etc. How do they know that they care? What does it look like? What things do our special people help us with? •What do we help them with? •What do we say and do to let our special people know that they are special to us?</p> <p>Lesson 3- Talk about examples of surprises that are nice to keep secret (until everyone finds out about them). Explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt. Identify whom they can go to in school, if they are worried about a surprise or a secret explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried</p>
	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- describe how their bodies feel/what their bodies do when they feel uncomfortable or hurt. Describe the differences and similarities between being hurt physically and being hurt emotionally. Identify people they can go to if they are feeling uncomfortable or hurt. Explain how they can let these people know they are feeling uncomfortable or hurt</p> <p>Lesson 5- Describe different types of touch (cuddles, kisses, strokes, rough and tumble) and when these are nice to receive (e.g. a hug from your best friend when you are feeling sad). Describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable. Recognise there are parts of their body that are private. Recognise they have a choice about being touched and the right to say 'no' if they don't feel comfortable. Explain that it is important to tell an adult they trust if they are worried or upset about this.</p>

Autumn Medium Term Overview 202021

Year Group: 2 'Colours'

Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

	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 6- Can one person's behaviour affect another person or lots of other people? How can someone make others feel? When is something fair or unfair? Who can we go to if behaviour is wrong? Describe or demonstrate strategies they can use to resolve simple arguments or disagreements.</p> <p>Lesson 7- Identify ways to offer support to others in class time and on the playground. Suggest good and not so good ways to let others know when we don't want support recognise that although teasing might sometimes be funny, it can sometimes also be hurtful. Identify what is meant by bullying and why this is wrong. Identify that hurtful teasing and bullying can happen in different ways (eg: physically or with words). Suggest ways they can be supportive of children who have been or feel they have been teased/bullied. Identify people in school/at home whom they can talk to if they are worried about teasing/bullying</p>