

Spring Medium Term Overview 202021

Year Group: 2 'GFOL'

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 Event</u></p> <p><u>The Great Fire of London</u></p> <p><u>Vocabulary</u> Reign Parliament Monarchy Tyranny Conspiracy Civil War Tribe Abbey Alliance Britannia Missionary Mayor Bakery Navy Diary Extinguished Cathedral Material Conflict Compensation</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>1. What was life like in the 17th century? To develop an awareness of life in the 17th century. To understand how people lived in the 17th century. To understand how society was structured in 17th century London. To understand how the government functioned in 17th century London.</p> <p>2. What was London like at the time of the fire? To develop an awareness of London in the past, leading up to the events in the Great Fire of London. To learn about London's founding as a Roman settlement. To learn about the development of London as an important cultural and economic centre within England. To learn about how London developed architecturally up until the Great Fire of London.</p> <p>3. How did the Great Fire of London start? To understand when and how the fire started. To know that the fire started after midnight on May 2, 1666. It started inside a bakery in Pudding Lane, near London Bridge. To understand how the fire spread. To describe the key features of houses and streets in the seventeenth century. To understand why the City of London's architecture played a key role in the quick spread of the fire. To learn about where people went for safety. To learn about the false accusation against French watchmaker Robert Hubert.</p> <p>4. How was the Great Fire of London put out?</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 timeline. Label timelines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. 	

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<p>Pope Aghast Section Homeless Church Landmark Timeline Date Retell Cart Historical source Information Eyewitness Interpret Entry</p>	<p>Communicate historically</p>	<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. 	<p>To understand the government's response to the fire (with a particular focus on the Mayor Thomas Bloodworth). To learn about the impact of the government's response. To debate whether Mayor Bloodworth's approach was correct. To learn about how the fire was put out.</p> <p>5. What was the impact of the Great Fire of London? To learn about the impact the fire had on London's population. To learn about the impact it had on its physical environment. To learn about the link between the fire and the banishment of the Great Plague of 1665. To learn about the regulations passed with the aim of preventing similar events. To learn about John Evelyn's and Christopher Wren's plans for rebuilding London. To understand the role the Great Fire of London played in the development of the insurance industry. To learn about the establishment of London's first fire brigade.</p> <p>6. To create a timeline of the events of the Great Fire of London. To be able to identify key events of the Great Fire of London. To be able to sort these into the correct chronological order. To be able to retell the events of the Great Fire of London.</p> <p>7. How do we know about the Great Fire of London? To show in discussion, an understanding of what an 'eyewitness' is To recognise aspects of the fire that eyewitnesses saw To know that Samuel Pepys saw the fire and that he wrote about it in his diary. To examine Samuel Pepys' diary entries on the Great Fire of London.</p>
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Geography

<p>London landmarks</p> <p>Vocabulary: Capital city government culture diversity population landmark human features physical features River map city town village Compass North East</p>	<p>Investigate places</p>	<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>Texts to use: A Walk Through London, The Buildings That Made London, Katie in London, All Aboard the London Bus</p> <p>Introduction to London – what are the children's experiences of London?</p> <ol style="list-style-type: none"> Identify the UK and its countries. What are the physical features of London? What are the human features of London? Find London landmarks on different London maps. (A focus on London sculptures will link the art and geography.) Use ariel images and plan perspectives of London to identify landmarks and basic physical features. Add London landmarks to a map of London Draw a London skyline using Stephen Wiltshire as inspiration (art link) Look at London's population and diversity. Use compass directions and locational language to navigate between landmarks.
	<p>Investigate patterns</p>	<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 	

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South West		<p>world in relation to the Equator and the North and South Poles.</p> <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). 	

Art & Design

Sculpture <u>Vocabulary</u> medium sculpture	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. 	<p>Texts to support learning: Luna Loves Art, Katie in London</p> <p>Lesson 1:</p> <p>Use Luna Loves Art to introduce Sculpture. Discuss the difference between the 2D and 3D art in the Tate Modern. Set up sketchbooks using vocab, 4 photographs of sculptures and children's response to the sculptures.</p> <p>Lesson 2:</p>
	Master Techniques	<ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. 	

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sculptor statute clay slip moulding carving natural two dimensional three dimensional			<p>Look at the different materials that sculptures can be made of (science link). Respond to sculptures made of different materials.</p> <p>Lesson 3:</p> <p>Look at sculptures in central London. Focus on The Monument (GFOL link). Sketch The Monument.</p> <p>Lesson 4:</p> <p>Artist study: Alberto Giacometti. Sketch stick figures in motion. Create stick figures using tin foil.</p> <p>Lesson 5:</p> <p>Artist study: Andy Goldsworthy. Create stick figures using natural materials (Stick Man – Julia Donaldson link)</p> <p>Lessons 6 and 7:</p> <p>Artist study: Susan Lordi. Design and make a clay figurine in the style of Susan Lordi.</p>
	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>Artists to study: Yayoi Kusama (Pumpkin Yellow and Pumpkin Red), Henry Moore (Family Group), Jeff Koons (Balloon Dog), Louise Bourgeois (Maman), Andy Goldsworthy, Alberto Giacometti, Susan Lordi</p>
Design & Technology			
Construction and materials	Master practical skills	<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). 	<p>Lesson one- Today's housing features</p> <p>Children to draw a house for 5 mins. After, discuss what features they have included and what the real life the materials that are used for the features. Look at images of different types of homes today, did they include all of the features? Draw a house again using the sources to help.</p>

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<u>Vocabulary</u>		<ul style="list-style-type: none">• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	<p>Lesson two- 1666 housing features Children to have images of houses. Use postits to spot the features and what they think they were made from. Would it be the same as today? What questions would you ask about how the houses are made? Use http://primaryhomeworkhelp.co.uk/houses/tudor.htm to aid the discussion or the smart.</p> <p>Lesson three- design a Tudor house Remind children of what a tudor house looks like and the key features. Children to create a collage of a tudor house design using steps on the smart.</p> <p>Lesson four- make the body of the house Look at the materials we are going to use. Let the children experiment with joining the art straws into rectangular shapes and triangular shapes. (10 mins) Show them techniques to make the shapes stronger (using tape, triangles etc..). Give them instructions on how many of the shape they need to make and the measurements. Join up with a partner. Complete the body of the house together.</p> <p>Lesson five- make the roof and decorate the house Demonstrate how to make the roof and allow the children in their pairs to make and add to their design. Decorate with paper to create the Tudor look.</p> <p>Lesson six- evaluate the design Look at the finished product. Are there any bits that need improving? Which parts went well? Does it look like the design? Why is it different? Complete an evaluation form with your partner.</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.	
Science			
<u>Materials Vocabulary</u> Materials Wood	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.	<p><u>Materials (from Y1 curriculum due to lost time last year)</u></p> <p>1.Lesson question: What is a material?</p> <ul style="list-style-type: none">• Identifying different materials: wood, wool, plastic, glass, metal & paper

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Plastic Glass Paper Metal Wool Rough Smooth Waterproof Absorbent Opaque Transparent Stretchy Object Property Purpose Solid Squash Bend Twist Stretch Stretchy Elasticity Measure Compare Absorb Absorbent Waterproof Raw Synthetic Natural Man-made Heating		<ul style="list-style-type: none"> Gather and record data to help in answering questions. 	2.Lesson question: What are objects made from <ul style="list-style-type: none"> Identifying the materials used to make different objects
	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, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	3.Lesson question: How can I describe an object? <ul style="list-style-type: none"> Using different properties of materials to describe them e.g. hard, soft, rough, smooth, shiny, heavy, transparent <p>Changing Materials</p> 1.Lesson question: Which material should I use? <ul style="list-style-type: none"> Common materials and their properties Matching materials to uses based on their properties 2.Lesson question: How can the shape of solid objects be changed? <ul style="list-style-type: none"> Solid objects Squashing, bending, twisting, stretching Testing different materials 3.Lesson question: Which fabric is the stretchiest? <ul style="list-style-type: none"> Testing the elasticity of different fabrics 4.Lesson question: Are hard materials absorbent? <ul style="list-style-type: none"> Testing whether a variety of materials used are absorbent 5.Lesson question: What is the difference between raw and synthetic materials? <ul style="list-style-type: none"> Raw vs synthetic materials (Natural vs man-made) Sorting materials 6.Lesson question: Why do we change materials <ul style="list-style-type: none"> Comparing the properties of raw vs synthetic materials

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			<ul style="list-style-type: none"> Material scientists
Computing			
Creating Music <u>Vocabulary</u> Pulse Rhythm Pattern Pitch Duration Notes Tempo Pictograms <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. 	1.How music makes us feel Listen to and compare two pieces of music from The Planets by Gustav Holst. Use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel. 2. Rhythms and patterns Explore rhythm. Create patterns and use those patterns as rhythms. Use untuned percussion instruments and computers to hear the different rhythm patterns that they create. 3. How music can be used Explore how music can be used in different ways to express emotions and to trigger their imaginations. Experiment with the pitch and duration of notes to create a piece of music, which they will then associate with a physical object — in this case, an animal. 4. Notes and tempo Develop an understanding of music. Use a computer to create and refine musical patterns. 5. Creating digital music Choose an animal and create a piece of music using the animal as inspiration. Think about their animal moving and create a rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it. 6. Reviewing and editing music
	To code	<ul style="list-style-type: none"> To select sounds, and control when they are heard, their duration and volume. 	

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			Retrieve and review their work. Spend time making improvements and then share their work with the class.
Music			
<p>Y2</p> <p><u>I wanna play in a band</u></p> <p><u>Zootime</u></p> <p><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. •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</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> <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. 	Warm up games Flexible games (optional) Improvise Compose
	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. 	<ul style="list-style-type: none"> -Listen and appraise activities -Warm up games

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together make music
veryinteresting to listen to.
•Structure – every piece of
music has a structure e.g. an
introduction, verse and
chorusending.
•Notation – the link between
sound and symbol.

P.E

Team building

Sending and
receiving

Vocabulary

**Develop
practical skills
in order to
participate,
compete and
lead a healthy
lifestyle**

- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

TEAM BUILDING

LESSON 1 To follow instructions and work with others.

LESSON 2 To develop communication skills when working with a partner.

LESSON 3 To co-operate and communicate in a small group to solve challenges

LESSON 4 To create a plan with a group to solve the challenges.

LESSON 5 To communicate effectively and develop trust.

LESSON 6 To work as a group to solve problems.

LESSON 7 To discuss and plan with a partner and small group to solve problems

SENDING AND RECEIVING

LESSON 1 To roll a ball towards a target

LESSON 2 To be able to track and receive a rolling ball

LESSON 3 To be able to stop, send and receive a ball with your feet.

LESSON 4 To develop sending and receiving a ball with your feet.

LESSON 5 To develop throwing and catching skills

LESSON 6 To develop throwing and catching skills.

R.E

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Muslim Faith in everyday life Vocabulary 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	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. 	Community, worship and celebration Lesson 1- The Qur'an Lesson 2- Teachings of the Qur'an Lesson 3- Ramadan Lesson 4- Eid-ul-Fitr Lesson 5- prayer Lesson 6- Washing for prayer Lesson 7 -prayer times Lesson 8- prayer mats Lesson 9- worship at home
	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

Living in the Wider World Vocab Unique, responsibility, co-operate, similarities, differences.	Community	To learn about group and class rules and why they are important. To learn about respecting the needs of ourselves and others. To learn about groups and communities that they belong to. To learn about looking after the local environment To learn about that everybody is unique.	Lesson 1 and 2- Give reasons for why it is a shared responsibility to contribute to the classroom and school life. Identify the different contributions that pupils make and how this affects the classroom. Explain how class/group rules help them to learn and make the classroom a safe place. Construct and agree classroom rules together. Give reasons for the rules that have been agreed. Identify what can happen if class/group rules are not followed. Lesson 3- Identify that needs all living things have rights or needs (e.g. pets or animals). Identify some needs (rights) of pupils in the classroom. Describe some of the different responsibilities to support the needs of others. Describe how it feels when everyone works cooperatively - how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others). Explain what happens if our responsibilities are not carried out. Identify who to talk to if responsibilities are not being carried out and rights are not being met.
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		<p>To learn about the ways we are the same as other people.</p> <p>To learn about the people who work in their community.</p> <p>To learn how to get their help, including in an emergency.</p>	<p>Lesson 4- Identify the range of groups they belong to (friends, class, year group, faith)/ Explain their own and others roles within the groups. Describe how it feels to be a member of a group and what they do. Describe the different rights and responsibilities they have in the groups.</p> <p>Lesson 5 and 6- Describe what makes an environment pleasant to live in. Give examples of some of the problems that might occur in these environments (e.g. litter, anti-social behaviour, neglect.). Give examples of different ways that the environment can be improved (e.g. signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas). Explain the shared responsibility we have to take care of our environments for others. Suggest some steps they could take as an individual and as a class to improve their local environment.</p> <p>Lesson 7- describe what being 'unique' means (that there is only one of something, and not one thing exactly the same exists anywhere in the world). Explain that everyone is unique in their own way. Describe what makes them special.</p> <p>Lesson 8- Describe how we can find out if we have things in common with someone else. Identify similarities with others, including things not immediately obvious, such as looks. Identify common likes / dislikes or other similarities between themselves and others. Explain what they share in common with someone else, even if, at first they thought they were only differences.</p> <p>Lesson 9- Identify people who work in the community and what their roles are. Explain the ways they help others. Explain how to ask for help and how to ask for help in a range of different situations. Demonstrate how to dial 999 (from a mobile phone or landline) and what to say to get help in an emergency.</p>
	Media Literacy	<p>To learn about how and why people use the internet.</p> <p>The benefits of using the internet and digital devices</p> <p>How people find things out and communicate with others online.</p>	<p>Lesson 12- recognise when and where people use the internet. What do they use the internet for? What can you do on the internet e.g. shopping, banking, medical advice? How does having the internet and digital devices benefit us? How do we use the internet to find things out? What can we found out on the internet? How can we communicate with people and have you ever used the internet to communicate with others? How do we communicate safely?</p>

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	Money and work	<p>To learn about where money comes from and what it is used for.</p> <p>To learn about how to keep money safe.</p>	<p>Lesson 10 and 11 Describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online). Explain how money is obtained. Give examples of some of the choices they might have about spending or saving money and what helps them decide. Identify how people keep track of what money is spent or saved and why this is important. Explain the importance of keeping money safe and some ways of doing this.</p>