

# Autumn Medium Term Overview 2021/22

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 1	Activities (that relate to Threshold Concepts and the Milestone indicators)
<b>History</b>			
<p><b><u>Significant People</u></b></p> <p><u>Queen Victoria &amp; Elizabeth II</u></p> <p><b><u>Vocabulary</u></b></p> <p>monarch, palace, reign, royal, coronation, jubilee, empire, legacy, memorial, tradition, decade</p>	<b>Investigate and interpret evidence</b>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	<p>We will study the main events in the reign of both queens and place events on a timeline.</p> <p>We will compare each queen's role in society and their legacy.</p> <p>We will find out about each queen's family.</p> <p>We will organise information about their lives.</p> <p>We will use artefacts to support our learning and be able to explain why artefacts are so important.</p> <p><b>Lesson 1</b> – Queen Victoria Organise key information about Queen Victoria, use a timeline.</p> <p><b>Lesson 2</b> – How did Queen Victoria change the role of the monarchy?</p> <p><b>Lesson 3</b> – Artefacts and the Victoria and Albert Museum</p> <p><b>Lesson 4</b> – Create a timeline of Queen Elizabeth II's life.</p> <p><b>Lesson 5</b> – Describe what Queen Elizabeth II does?</p> <p><b>Lesson 6</b> – Explore how we find out about the Royal Family.</p> <p><b>Lesson 7</b> – Traditions – The Queen's Christmas message</p>
	<b>Build an overview of world history</b>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	
	<b>Understand Chronology</b>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline.</li> <li>Label timelines with words or phrases such as: past, present, older and newer.</li> </ul>	

# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

		<ul style="list-style-type: none"> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	
	<b>Communicate historically</b>	<ul style="list-style-type: none"> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> <li>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.</li> </ul>	

## Geography

<p><b>Cities of the United Kingdom (pg 48-57)</b>, including study and comparison of London, Newcastle upon Tyne (or another English city), Edinburgh, Cardiff and Belfast.</p> <p>Explore the following for each city, including comparing these for the cities.</p> <ul style="list-style-type: none"> <li>Location and key facts</li> </ul>	<b>Investigate places</b>	<ul style="list-style-type: none"> <li>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?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well</li> </ul>	<p><u>Lesson One</u> Children to discuss where they live (planet, continent, country, county, town, street). Matching game. Draw and label where they live.</p> <p><u>Lesson Two</u> Review – where do I live?</p>
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# Autumn Medium Term Overview 2021/22

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

<ul style="list-style-type: none"> <li>Physical features including rivers, topography, physical landmarks.</li> <li>Human features – including landmarks, key historical landmarks.</li> <li>Population – size, diversity</li> </ul> <p>Vocabulary:</p> <p>Planet Continent Country County City Town Village United Kingdom Democratic Government Monarchy Archipelago Human features Physical features Population landmarks</p>		<p>as the countries, continents and oceans studied.</p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Name and locate the world's continents and oceans.</li> </ul>	<p>Discuss the United Kingdom and locate it on a world map. Name and locate the different countries of the UK and their capital cities. Match country, capital city and flag. Introduction to human and physical features.</p> <p><u>Lesson Three</u> Review – where do I live? Different countries of the UK. Discuss human and physical features. Sort features into human and physical. Draw and label human and physical features. Identify human and physical features of the UK.</p> <p><u>Lesson Four</u> Review – human and physical features. Look at location, key facts, human and physical features of Edinburgh, Cardiff and Belfast. Sorting/matching game. Draw and label human and physical features for cities above. Additional activity: build a map of the UK.</p> <p><u>Lesson Five</u> Review - Look at location, key facts, human and physical features of Edinburgh, Cardiff and Belfast. Look at location, key facts, human and physical features of London. London I spy activity.</p>
	<p><b>Investigate patterns</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Identify land use around the school.</li> </ul>	

# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

	<b>Communicate geographically</b>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• 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.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<p>Locate landmarks on maps of London. Draw a map of London showing human and physical features.</p> <p><u>Lesson Six</u> Review - location, key facts, human and physical features of London. Show children pictures of Lincoln. Discuss their experiences of Lincoln. Look at location, key facts, human and physical features of Lincoln. Complete table to compare Lincoln and London. What is the same? What is different?</p>
<b>Art &amp; Design</b>			
<b>Flowers</b>	<b>Develop ideas</b>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<p><u>Lesson One</u> Warm up activity – roll a dice draw a vase of flowers. Introduction to artists and art work (see below).</p>

**Year Group: 2      Cycle Year: A**



<b><u>Vocabulary</u></b> <b>Primary colours</b> <b>Secondary colours</b> <b>Vivid</b> <b>Symmetrical</b> <b>Emotions</b> <b>Artist</b> <b>Tints</b> <b>Shades</b> <b>Tones</b> <b>Colour wheel</b> <b>Pattern</b> <b>texture</b>	<b>Master Techniques</b> <b>PAINTING</b>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	Children to discuss sunflower art and state preferences. Sketchbook set up. Artist study: Van Gogh. Master Techniques: sketching pattern and texture, butterfly grid drawing.
	<b>DRAWING</b>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<u>Lesson Two</u> Warm up activity - roll a dice beach scene. Review: artists and sunflower paintings. Artist study: Georgia O'Keefee Master techniques: how to draw a sunflower, pattern and texture, butterfly grid drawing. Discuss the primary colours.  <u>Lesson Three</u> Warm up activity – roll a dice park scene Review: Georgia O'Keefee and primary colours Artist Study: Claude Monet Master techniques: paint mixing (discuss primary and secondary colours). how to draw a sunflower, pattern and texture, butterfly grid drawing.  <u>Lesson Four</u> Warm up activity – roll a dice house scene Review: Monet, primary and secondary colours. Artist Study: Gustav Klimt – Draw the Tree of Life

# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

			<p>Master techniques: colour mixing and colour wheel. Pattern and texture sketching.</p> <p><u>Lesson Five</u> Warm up activity: step by step flower sketching. Review: Gustav Klimt and the colour wheel. Master techniques: make shades, tints and tones. Paint Zentangle flowers using shades, tints and tones. Sketch Zentangle flowers and colour neatly.</p> <p><u>Lesson Six</u> Warm up activity: sketching video creating pattern and texture. Review: colour mixing, shades, tints and tones. Master techniques: use colour mixing and painting skills to paint own sunflower sketches and a Van Gogh sunflower picture. Use thick and thin brushes.</p>
	Take inspiration from the greats	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	<p>Artists to study: Van Gogh – Sunflowers 1888 Georgia O'Keefe – A Sunflower from Maggie Gustav Klimt – The Sunflower Claude Monet – 1881 Sunflowers</p>

# Autumn Medium Term Overview 2021/22

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

## Design & Technology

<p>Introduction unit 1.1 What is Design and Technology? (pages 31-34) Solid structures (pages 59-78) BRIDGES strength stability finger fluency design inspiration guided design-think guided design-break guided design-re-think</p> <p><b><u>Vocabulary</u></b> Design technology, solid:made of objects that have little or no space inside themortar:cement used to join bricks or stones togetherhollow:something that has space inside itdam:a wall used to block a river arranged:how objects are placedbond:how bricks are arrangedremove:take something away balanced:if an object is balanced, it stays steady and does not fallquake:a shaking of the ground caused by movement of the Earth's crustarchitects:people who design buildingsfoundations:the underground bases of structures automatically:an automatic action is one that you do without thinking about itfluency:if you are fluent in something you do it effortlessly inspiration:if something is the inspiration for your work it is where you got your ideas frompurpose:the reason for which something is madeuser:the person for whom the product is designed Prototype:a first, experimental model of your design to test out your ideas</p>	<p><b>Master practical skills</b></p>	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> <li>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</li> </ul>	<p><u>Lesson 1</u> What is design technology? Look at how bridge design has developed over time. Then how the design process works with think, make, break, repeat. What is involved with product design? Use lego for children to make a bridge and talk through the design process.</p> <p><u>Lesson 2</u> Look at natural and manufactured solid structures. Go through what a hollow and solid structure would have the same and different. Investigate a manufactured solid structure. Draw and label the features of a manufactured solid structure.</p> <p><u>Lesson 3</u> Look at what makes a solid structure strong. Stacked bonds and running bond. Look at what makes a structure stable. Children to investigate the different ways for strength and the making towers with different bases for stability. As a class annotate diagrams to describe what happens when a brick is removed or the towers are tested.</p> <p><u>Lesson 4</u> Practise and explain finger fluency for designers- use stone piles, playdough, bricks etc.. (practise this at the beginning</p>
	<p><b>Design, make, evaluate and improve</b></p>	<ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> <li>• Use software to design.</li> </ul>	
	<p><b>Take inspiration from design throughout history</b></p>	<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> <li>• Explore how products have been created.</li> </ul>	

# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

		<p>of the other lessons. Explain what design inspiration is using a garage as an example with an annotated diagram. Children to label and annotate a garden wall or a stone bridge in a similar style.</p> <p><u>Lesson 5</u></p> <p>Look at a guided design for a product (stone bridge) and a mood board. Children to arrange a mood board so it makes sense. Demonstrate what a design diagram looks like. Children to have a go at creating a design diagram of their own for their bridge.</p> <p><u>Lesson 6</u></p> <p>Make their bridge design and explain that it is a prototype. Talk about how it needs to break to improve it and the trickiest part. Show them a solution.</p> <p><u>Lesson 7</u></p> <p>Design and make a solid structure of your choice, <b>igloo- tall building- pyramid</b> remembering to include: 1. a product overview sheet (think) 2. a mood board to give more detail about your inspiration (think) 3. a design sheet (think) 4. pictures of your product (make) 5. diagrams or pictures of how you tested your product (break) 6. diagrams or pictures of how you re-thought your design (think) 7. diagrams or pictures of your improved design (make).</p>
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# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

## Science

	Work scientifically	<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment. Perform simple tests. Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>	<p><b><u>Changing Materials</u></b></p> <p><b><u>1.Recap materials from Year 1.</u></b></p> <ul style="list-style-type: none"> <li>• What is a material?</li> <li>• What are objects made from?</li> </ul> <p><b><u>2.Lesson question: Which material should I use?</u></b></p> <ul style="list-style-type: none"> <li>• Common materials and their properties</li> <li>• Matching materials to uses based on their properties</li> </ul> <p><b><u>3.Lesson question: How can the shape of solid objects be changed?</u></b></p> <ul style="list-style-type: none"> <li>• Solid objects</li> <li>• Squashing, bending, twisting, stretching</li> <li>• Testing different materials</li> </ul> <p><b><u>4.Lesson question: Which fabric is the stretchiest?</u></b></p> <ul style="list-style-type: none"> <li>• Testing the elasticity of different fabrics</li> </ul> <p><b><u>5.Lesson question: Are hard materials absorbent?</u></b></p> <ul style="list-style-type: none"> <li>• Testing whether a variety of materials used are absorbent</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and</li> </ul>	

# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

		paper/cardboard for particular uses.	<p><b><u>6.Lesson question: What is the difference between raw and synthetic materials?</u></b></p> <ul style="list-style-type: none"> <li>• Raw vs synthetic materials (Natural vs man-made)</li> <li>• Sorting materials</li> </ul> <p><b><u>7.Lesson question: Why do we change materials</u></b></p> <ul style="list-style-type: none"> <li>• Comparing the properties of raw vs synthetic materials</li> <li>• Material scientists</li> </ul> <p><b><u>Investigate Living Things</u></b>  <b><u>Lesson 1 To understand that living things need to live in suitable habitats.</u></b>  Children will learn about what a habitat is, and what animals and plants need to survive in them. They will then identify and group animals by their habitats.  <b><u>Lesson 2 To explore the plants and animals that live in seaside habitats.</u></b>  Children will identify features of seaside habitats and discuss which plants and animals might live in it, and where. They may then either identify and name a variety of organisms, or sort organisms into those found in seaside habitats, and those found in other habitats.  <b><u>Lesson 4 To explore the plants and animals that live in desert habitats.</u></b>  Children will learn all about the conditions in a desert habitat. They will also learn about some of the organisms that live in a desert.</p>
	Investigate Living Things	<ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>• 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.</li> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	

# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

			<p><b><u>Lesson 5 To explore the plants and animals that live in rainforest habitats.</u></b> Children will learn all about the conditions in a rainforest habitat. They will also learn about some of the organisms that live in a rainforest.</p> <p><b><u>Lesson 6 To be able to explore plants and animals in an unfamiliar habitat</u></b> Children will identify characteristics of animals which give clues about the habitats they live in. They will then discuss what a variety of habitats are like, then either describe what they provide for the organisms that live in them, or how organisms are adapted to suit their habitat.</p> <p><b><u>Lesson 7 To be able to explore and describe a micro-habitat.</u></b> Children will learn about micro-habitats and the organisms that live in them. They may then either explore micro-habitats outside or describe and categorise given sets of mini beasts according to some of their characteristics.</p>
<b>Computing</b>			
<p><b>IT around us</b></p> <p><b><u>Vocabulary</u></b> Information Technology, computers, file, move, resize, compare, example,</p>	<ul style="list-style-type: none"> <li>Communicate</li> </ul>	<ul style="list-style-type: none"> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites</li> </ul>	<p>Lesson one: What is Information technology? Identify examples of computers. Describe some uses of computers. Identify that a computer is part of IT.</p>

# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

<p>connected, safety, rules, responsibly, guidance</p> <p><b>Creating Media- Photography</b></p> <p><u><b>Vocabulary</b></u> Devices, digital, photograph, landscape, portrait, composition, improve, lighting, focus, artificial, editing, adjust, real, changed</p>	<p>Connect</p>	<ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages</li> </ul>	<p>Recorded activity: draw things that are/ are not IT.</p> <p>Lesson two: Where have you seen IT in the home? Explain the purpose of IT at home. Sort IT at home into different categories ( to play on, to help us do a job, top talk to people). Additional activity: move and resize images of IT objects.</p> <p>Lesson three: Where have we seen IT in the world? Discuss the different environments in which chn may have come across IT. Sort IT into 'used outside' and 'used inside'. Discuss what happens at a pedestrian crossing using images as prompts. Chn to write simple instructions.</p> <p>Lesson four: How does IT improve our world? Focus on specific use of IT in a shop. Discuss IT found in a supermarket (barcode, scanner, till). Have the children seen it before? What does it do? Being a self-scan till activity.</p> <p>Lesson five: Safe use of IT Review uses of IT. Discuss rules for using a tablet/phone. Discuss taking appropriate photos.</p>
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# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

			<p>Make a poster on safe use of IT.</p> <p>Lesson six: Using IT responsibly. Discuss The Digital 5 A Day Children to experience each of the Digital 5 A Day within the lesson (could be done whole class or as a carousel). Activity 1: connect – taking a photo Activity 2: be active – Go noodle Activity 3: be creative – digital painting/drawing Activity 4: give to others – record a kind message about a friend Activity 5: be mindful – mindful colouring/ Cosmic Zen Den <a href="http://www.childrenscommissioner.gov.uk/our-work/digital/5-a-day">www.childrenscommissioner.gov.uk/our-work/digital/5-a-day</a></p>
<b>Music</b>			
<p>Y2</p> <p>Unit 1: How Does Music Help Us to Make Friends?</p> <p>Unit 2: How Does Music Teach Us About The Past?</p>	<b>Perform</b>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<p>UNIT 1</p> <p><b>Listening and responding to:</b></p> <p>1 Music Is In My Soul Joanna Mangona and Pete Readman Gospel 2 Bolero Maurice Ravel 20th Century Orchestral 3 Hey Friends! Rick Coates Jazz 4 Eye Of The Tiger Survivor Rock</p>

# Autumn Medium Term Overview 2021/22

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

<u><b>Understanding Music Vocabulary</b></u> Unit 1 Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G  Unit 2 Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G	<b>Compose</b>	<ul style="list-style-type: none"><li>• Create a sequence of long and short sounds.</li><li>• Clap rhythms.</li><li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li><li>• Choose sounds to create an effect.</li><li>• Sequence sounds to create an overall effect.</li><li>• Create short, musical patterns.</li><li>• Create short, rhythmic phrases.</li></ul>	5 Hello! Joanna Mangona and Pete Readman Pop <b>Performing:</b> Music is in my soul, Hey friends, Hello <b>Composing</b> with CDE (+FG for HA) to song Music is in my soul <b>Improvising</b> with CDE  UNIT 2 <b>Listening and responding to:</b> 1 Sparkle In The Sun Joanna Mangona and Chris Taylor Jazz 2 For The Beauty Of The Earth John Rutter Choral 3 Listen Joanna Mangona and Pete Readman Pop 4 Fascinating Rhythm George and Ira Gershwin Swing/Popular 5 The Orchestra Song Joanna Mangona and Pete Readman 20th and 21st Century Orchestral <b>Performing:</b> Sparkle in the Sun, Listen, The orchestra song <b>Composing</b> with GAB (+DE for HA) with sparkle in the sun <b>Improvising</b> with GAB	
	<b>Transcribe</b>	<ul style="list-style-type: none"><li>• Use symbols to represent a composition and use them to help with a performance.</li></ul>		
	<b>Describe music</b>	<ul style="list-style-type: none"><li>• Identify the beat of a tune.</li><li>• Recognise changes in timbre, dynamics and pitch.</li></ul>		
<b>P.E</b>				
Fundementals- Hall - Get set for PE  <u><b>Vocabulary</b></u>	<b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b>	<ul style="list-style-type: none"><li>• Copy and remember moves and positions.</li><li>• Move with careful control and coordination.</li></ul>	Fundamentals LESSON 1, To develop balance, stability and landing safely.	Dance  LESSON 1, THEME: Exploring space and

# Autumn Medium Term Overview 2021/22

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

<p>Run, stop, balance, travelling actions, jump, land, zig zag, alternating feet, jog, sprint, speed bounces, square rush, hopping, skipping, straddle</p> <p>Dance – Studio</p> <p><b><u>Vocabulary</u></b> Count of 8, travelling, level, direction, action equipment, shape, good posture, balance, crawl, hop, skip, jump, soft and heavy movements, feedback, interesting shapes, travelling at different levels, staying in time, stillness in balance, rhythm, forwards, backwards, sideways, left, right, actions, expressions, base station, phrase, pose, pathways, Aerobic, unison, mirroring, gestures, fast, slow, lunge, circular motion, speed, turning, straight zig zag, exaggerated movements,</p>		<ul style="list-style-type: none"> <li>• Link two or more actions to perform a sequence.</li> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• <b>Jump in a variety of ways and land with increasing control and balance.</b></li> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use running and jumping skills in combination.</li> </ul>	<p>LESSON 2, To explore how the body moves differently when running at different speeds.</p> <p>LESSON 3, To develop changing direction and dodging.</p> <p>LESSON 4, To develop and explore jumping, hopping and skipping actions.</p> <p>LESSON 5, To develop co-ordination and combining jumps.</p> <p>LESSON 6, To develop combination jumping and skipping in an individual rope.</p>	<p>travel</p> <p>To repeat, link and choose actions.</p> <p>LESSON 2, THEME: Actions and rhythms To create actions and accurately copy other's actions.</p> <p>LESSON 3, THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>LESSON 4, THEME: The Circus To perform in unison creating shapes with a partner.</p> <p>LESSON 5, THEME: Mirrors To be able to mirror a partner and create ideas.</p> <p>LESSON 6, THEME: The Rainforest To copy, repeat and create actions in</p>
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# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
A PRIORY ACADEMY

				<p>response to a stimulus.</p> <p>LESSON 7, THEME: The Rainforest To copy, create and perform actions considering dynamics.</p> <p>LESSON 8, THEME: The Rainforest To create a short dance phrase with a partner showing clear changes of speed.</p>
<b>R.E</b>				
<p><b>Being Human – Islam Believing</b> What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational muslims. (Muhammed) Pg: 17</p>	<b>Understand beliefs and teachings</b>	<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> </ul>	<p>Resources – My Muslim Faith (big book), BBC Bitesize clips Lesson 1- What does Allah teach Muslims? (p6-9) Lesson 2 – Washing for prayer (How to perform Wudu) (p10) Lesson 3 - Prayer (Salat)(p11-12) Making a prayer chain Lesson 4 – Prayer mats (p13-14)</p>	
	<b>Understand practices and lifestyles</b>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> </ul>		



# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
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<p><b>Life Journey – Islam Living</b> What do Muslims do to celebrate birth? What does it mean and why does it matter to belong? Pg: 17</p> <p><b>Vocabulary</b> Muslim islam faith qu'ran salat worship aqiqah</p>	<b>Understand how beliefs are conveyed</b>	<ul style="list-style-type: none"> <li>Name some religious symbols</li> <li>Explain the meaning of some religious symbols.</li> </ul>	Lesson 5 – Intro to the Qu'ran (p15-18) Lesson 6 – The Qu'ran (powerpoint) Identify 5 rules that Muslims must live by.
	<b>Reflect</b>	<ul style="list-style-type: none"> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>Ask questions about puzzling aspects of life.</li> </ul>	Resource – My Muslim Faith (big book) BBC Bitesize clips Lesson 7 – Recap of what we have learned about Islam so far (read whole book) Lesson 8 – Who was the Prophet Muhammed? Lesson 9 – Story - The Prophet and the ants Lesson 10 – Story – The Crying Camel Lesson 11 – Aqiqah (powerpoint) What do Muslims do to celebrate birth? Lesson 12 – Aqiqah continued
	<b>Understand Values</b>	<ul style="list-style-type: none"> <li>Identify how they have to make their own choices in life.</li> <li>Explain how actions affect others.</li> <li>Show an understanding of the term 'morals'</li> </ul>	

## RSE & PSED

Relationships	Families and Friendships	<ul style="list-style-type: none"> <li>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>the role these different people play in children's lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> </ul>	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. Text to share: We Are Family by Patricia Hegarty  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? Text to share:
Vocabulary			

# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



HUNTINGTOWER  
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		<ul style="list-style-type: none"> <li>about the importance of telling someone —and how to tell them —if they are worried about something in their family</li> </ul>	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. Text to share:
	Safe relationships	<ul style="list-style-type: none"> <li>about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>about what it means to keep something private, including parts of the body that are private</li> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>when it is important to ask for permission to touch others</li> <li>how to ask for and give/not give permission</li> </ul>	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  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.
	Respecting ourselves and others	<ul style="list-style-type: none"> <li>what kind and unkind behaviour mean in and out school</li> <li>how kind and unkind behaviour can make people feel</li> <li>about what respect means</li> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>	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

# Autumn Medium Term Overview 202122

Year Group: 2 Cycle Year: A



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		<p>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>
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