

Spring Medium Term Overview 202122

Year Group: 2

Cycle Year: A



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 1 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>Key vocabulary –</p> <p><u>Vocabulary</u></p> <p>plague diary congested flammable architects eyewitness extract decades</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>Curriculum Links</u></p> <p>BBC School Radio – The Great Fire of London (Exploring through Music and Dance 6 lessons)</p> <p>1. To understand where and when the Great Fire of London started.</p> <p>Children will identify when the GFOL took place and place it on a timeline. They will use a variety of different sources to help them identify ways in which London was different in 1666 to what it is now. They will be introduced to Samuel Pepys and his diary.</p> <p>2. To understand the events of the great Fire of London.</p> <p>Children will be told the story of the GFOL. They will find out how the fire started, where it spread to, how much of London was affected and how the fire ended. They will also find out about Pepys' experience of the fire and consider how different people might have been feeling.</p> <p>3. To find out why the fire spread so quickly and stayed alight for so long.</p> <p>Children will investigate some of the reasons why the GF lasted so long, such as housing, firefighting techniques, the actions of the king and other officials, and the weather. They will also look at some of the things that were changed to make sure a fire on such a large scale could never happen again.</p> <p>4. To find out about Samuel Pepys and his diary.</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. Use dates where appropriate. 	
	Communicate historically	<ul style="list-style-type: none"> Show an understanding of the concept of nation and a nation's history. 	

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- 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.

Children will think about how we know about the GF, focusing specifically on the diary of Samuel Pepys. They will also look at other sources, such as pictures, objects and newspapers, and consider the information we can find out from each source.

5. To recap what we have found out about the great Fire of London.

Children will recall key facts about the fire of London, placing the events on a timeline and retelling the events and causes of the fire. They will express their understanding a variety of ways, such as through art, poetry or descriptive writing.

Geography

Climate and weather

temperatures
weather
climate
polar
equatorial
tropical
extremely
vast
thrive
frequently
represented
symbols

Investigate places

- 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

1. To identify differences between seasonal and daily weather patterns. To observe and describe daily weather patterns.

Identify and describe expected weather types for the season.
Distinguish between daily weather and seasonal weather. Suggest how likely certain weather types are for each season.

2. To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.

Interpret simple weather maps and data.
Add weather information to maps based on simple descriptions.
Make weather predictions using knowledge of seasonal and recent daily weather.
Consider how the weather affects our behaviour.

3. To develop an understanding of extreme weather.

To find out about extreme weather conditions across the world.

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physical process atmosphere technique heatwave drought flood monsoon blizzard gale/storm cyclone/hurricane tornado/twister		the United Kingdom and its surrounding seas. <ul style="list-style-type: none"> Name and locate the world's continents and oceans. 	4. To compare the weather during each season in equatorial and polar regions. Identify the ways in which the weather in other parts of the world varies from our own. Describe ways in which the weather is different near the poles and the equator. Compare weather conditions in a polar/equatorial location.
	Investigate patterns	<ul style="list-style-type: none"> 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. 	5. To learn more about the way seasonal weather in an equatorial region in differs from the weather in the UK. Describe typical weather conditions of an equatorial country. Compare weather in the UK to that of an equatorial country. Relate weather patterns to human activity.
	Communicate geographically	Use basic geographical vocabulary to refer to: <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. 	6. To learn more about the way seasonal weather in a polar region is different from weather in the UK. Describe typical weather conditions of a polar region. Compare weather in the UK to that of a polar region. Relate weather patterns to human activity.
Art & Design			
	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. 	Lesson one: set up sketchbooks Set up sketchbook using work from Cezanne below. Cezanne artist study. Include key vocab. Children to add their observations for given artwork. Sketching fruit.

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<p>Collage (with drawing and painting)</p> <p>Theme: Food (still life based on Cezanne)</p> <p>still life collage layering texture cut tear glue materials imitate digital composition</p>	<p>Master Techniques</p>	<p><i>Collage (with drawing and painting)</i></p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. <ul style="list-style-type: none"> • Sort and arrange materials. • Mix materials to create texture. <p><i>Digital</i></p> <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<p>Lesson two: composition of a still life based on Cezanne. Drawing fruit link to Cezanne. Digital art – take a photo of their still life.</p> <p>Look at different Cezanne still life paintings using fruit. What can the children see? Discuss composition. Children to work in pairs to arrange materials (fruit/bottles/tablecloths etc) to create a still life. Children take a photograph and sketch their still life.</p> <p>Lessons three/four: collage - rip and tear</p> <p>Artist to study: Matisse</p> <p>Look at examples of collage. Discuss vocab. Children to tear and glue different materials (papers/card) to recreate part of their still life.</p> <p>Lesson five: collage – scissor skills - cut and glue</p> <p>Artist to study: Clover Robin (contemporary)</p> <p>Children to cut and stick to recreate their still life. Use contemporary artist Clover Robin as inspiration.</p> <p>Lesson six: digital art – fruit still life</p> <p>Children to edit their digital photographs of still life using pen/crop/filters on camera app.</p> <p>Drawing and painting skills for each lesson: different fruits.</p>
	<p>Take inspiration from the greats</p>	<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:</p> <p>Paul Cezanne</p> <p>Matisse</p> <p>Clover Robin (contemporary)</p>

Design & Technology

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Lever mechanisms Making a litter picker <u>Vocabulary</u>	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).• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Mechanics <ul style="list-style-type: none">• Create products using levers, wheels and winding mechanisms.	Lesson 1- What is a lever mechanism? Look at different lever mechanisms-have a go at testing three different fulcrum positions Lesson 2- Lever finger fluency- making a variety of fun lever mechanisms Lesson 3- Guided design- Go through the different design processes for a litter picker Lesson 4- Design own litter picker using the guided designs from the previous lesson Lesson 5- Make litter picker Lesson 6- Test/ rethink/ remake litter picker
	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			
Animals including humans Super scientists- working scientifically	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.	Module 3- Animals including humans 1. To describe and compare the structure of a variety of common animals. Children will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) 2. To find out how animals change as they grow into adults.

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	<p>Animals (including 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>Investigate how animals, including humans have offspring that turn into adults. Focus on frog/butterfly.</p> <p>3. To research and describe what animals, including humans, need to survive. Find out about and describe the basic needs of animals including humans for survival (water, food and air).</p> <p>4. To test the effects of exercise on the human body. Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene.</p> <p>5. To investigate the importance of healthy eating and hygiene. Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene.</p> <p><u>Module 4 -Super scientists- working scientifically</u></p> <p>1. To investigate the effect gravity has on everyday objects. Children will learn about some of the work of Isaac Newton, then explore ways in which the speed of of falling objects can be affected during either included practical activity.</p> <p>2. To investigate what happens to light when it passes through different transparent objects. Children will learn about Isaac Newton's work and discoveries regarding light, then conduct practical investigations where they will change the ways in which light passes through transparent objects.</p> <p>3. To investigate whether sound can pass through materials. Children will learn about some of the work of Alexander Graham Bell, then conduct practical investigations to explore ways in which sound travels through different materials.</p> <p>4. To investigate our senses and reflexes. Children will learn about some significant historical discoveries about the body, then conduct practical</p>
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			<p>investigations where they either test their reflexes, or use their senses of touch, taste and smell</p> <p>5. To investigate how germs are transferred by touching things. Children will learn about the work of significant scientists who studied how diseases. They will then either create information texts about staying healthy, or explore how germs are transmitted using a scientific model.</p> <p>6. To investigate electrical circuits to make a lightbulb light up. Children will learn about some of the work of Thomas Edison, then make, test, change or improve their own electrical circuits.</p>
Computing			
<p>Creating Music</p> <p><u>Vocabulary</u> Pulse Rhythm Pattern Pitch Duration Notes Tempo</p> <p>Pictograms</p> <p><u>Vocabulary</u></p>	Communicate	<ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. 	<p>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.</p> <p>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.</p> <p>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.</p> <p>4. Notes and tempo Develop an understanding of music. Use a computer to create and refine musical patterns.</p> <p>5. Creating digital music</p>
	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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			<p>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.</p> <p>6. Reviewing and editing music Retrieve and review their work. Spend time making improvements and then share their work with the class.</p> <p>PICTOGRAMS</p> <p>1. Counting and comparing They will create their own tally charts to organise data, and represent the tally count as a total.</p> <p>2. Enter the data They will create pictograms manually and then progress to creating them using a computer.</p> <p>3. Creating pictograms They will collect data to create a tally chart and use this to make a pictogram on a computer</p> <p>4. What is an attribute? They will then tally objects using a common attribute and present the data in the form of a pictogram</p> <p>5. Comparing people They will practise using attributes to describe images of people and the other learners in the class.</p> <p>6. Presenting Information During this lesson learners will understand that there are other ways to present data than using tally charts and pictograms</p>
Music			
<p>Y2</p> <p>Unit 3 exploring music through feelings- How does music make the world a better place?</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. 	<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.

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<p>Unit 4 Inventing a musical story-how does music teach us about our neighbourhood?</p> <p>UNIT 3 Songs-Rainbows, Hands, Feet and Heart, All around the world Instrumental notes: CDEGAB crotchets quavers GAC minims crotchets Improvising-CDE Composing- CDEFG</p> <p>UNIT 4 songs-Helping each other, The music man, Let's sing together Instrumental notes: CDEG crotchets FGACE crotchets Improvising- CDE Composing-FGA</p> <p>Vocabulary Keyboards, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel</p>		<ul style="list-style-type: none"> Imitate changes in pitch. 	
	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. 	-Listen and appraise activities -Warm up games
P.E			
<u>Target Games</u>	Develop practical skills in order to participate,	<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. 	TARGET GAMES LESSON 1 TO DEVELOP AN UNDERSTANDING OF TARGET GAMES AND CONSIDER HOW MUCH POWER TO APPLY WHEN AIMING AT A TARGET.

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<p><u>Sending and receiving Inspire + tutor</u></p> <p><u>Vocabulary</u></p>	<p>compete and lead a healthy lifestyle</p>	<ul style="list-style-type: none"> Lead others when appropriate. 	<p>LESSON 2 TO UNDERSTAND HOW TO SCORE IN DIFFERENT TARGET GAMES USING OVERARM THROWING.</p> <p>LESSON 3 TO DEVELOP UNDERSTANDING OF DIFFERENT TARGET GAMES USING THE SKILL OF KICKING.</p> <p>LESSON 4 TO DEVELOP STRIKING TO A TARGET.</p> <p>LESSON 5 TO DEVELOP HITTING A MOVING TARGET.</p> <p>LESSON 6 TO SELECT AN APPROPRIATE SKILL TO PLAY A GAME.</p> <p>SENDING AND RECEIVING</p> <p>LESSON 1 To roll a ball towards a target</p> <p>LESSON 2 To be able to track and receive a rolling ball</p> <p>LESSON 3 To be able to stop, send and receive a ball with your feet.</p> <p>LESSON 4 To develop sending and receiving a ball with your feet.</p> <p>LESSON 5 To develop throwing and catching skills</p> <p>LESSON 6 To develop throwing and catching skills.</p>
R.E			
<p>Being Human – Christianity Believing</p> <p>What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians? (Mother Theresa and Martin Luther King, the pope?)</p> <p>Pg: 15</p>	<p>Understand beliefs and teachings</p>	<ul style="list-style-type: none"> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. 	<p>Lesson 1- the bible https://youtu.be/WvTEQcHJdz0</p> <p>Lesson 2- Ten commandments</p> <p>Lesson 3- Christian beliefs</p> <p>Lesson 4- Christian symbols</p> <p>Lesson 5- Story from the old testament</p> <p>Lesson 6- Story from the new testament</p> <p>Lesson 7- Mother Teresa</p> <p>Lesson 8- Martin Luther King</p> <p>Lesson 9- Christenings</p> <p>Lesson 10- Christenings</p>
	<p>Understand practices and lifestyles</p>	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. 	

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<p>Life Journey – Christianity Living What do Christians do to celebrate birth? What does it mean and why does it matter to belong? Pg: 15 Reflect Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life. Understand values Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.</p>	<p>Understand how beliefs are conveyed</p>	<ul style="list-style-type: none"> • Explain the meaning of some religious symbols. • Name some religious symbols 	
<h2>RSE & PSED</h2>			
<p>Living in the Wider World</p> <p>Vocab Unique, responsibility, co-</p>	<p>Community</p>	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to 	<p>Lesson one: What are our class rules and why are they important? Discuss current class rules and why we need them.</p> <p>Lesson two: What groups do we belong to (friendship, class, year group, faith)? Discuss roles within these groups. How does it feel to be a member of a group?</p> <p>Lesson three: What are rights and responsibilities? Discuss the needs of all living things (e.g. pets or animals) Identify some needs (rights) of pupils in the classroom. Describe responsibilities to support the needs of others.</p>

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operate, similarities, differences.		others in their community	Lesson four: What makes us unique? Discuss similarities and differences. What makes us unique? Understand that we are all equal.
	Media Literacy	<ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computer to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true 	Lesson five: What is the internet? What experiences do children have of the internet? How can we access the internet? Lesson six: Why do we use the internet? Discuss the purpose and value of the internet in everyday life. Discuss the different uses of the internet. Lesson seven: What are some of the problems with the internet? Discuss online safety and how some information online might not always be true.
	Money and work	<ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants 	Lesson eight: Why do we need money? (Introduction to money – what are the children's experiences of money) Discuss why we need money. Talk about the different forms that money comes in. Explain when you may use different forms of money. Activity: What do we need money for? Children record their experiences of spending money. Lesson nine: Where does money come from? Talk about the different jobs that people can do to get money. Understand that people get paid for doing a job. Activity: Children make a list of as many different jobs as they can. Children to choose 3 potential career choices for the future. Lesson ten: What do we need? What do we want? Give examples of some of the choices children might have about spending or saving money and what helps them to 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.

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