

Autumn Medium Term Overview 202223

Year Group: 2 Cycle Year: B



HUNTINGTOWER
A PRIORY ACADEMY

| Breadth | Threshold Concept | Milestone 1 | Activities (that relate to Threshold Concepts and the Milestone indicators) |
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| History | | | |
| <p><u>Significant People</u></p> <p><u>Queen Victoria & Elizabeth II</u></p> <p><u>Vocabulary</u></p> <p>Timeline, monarch, palace, reign, royal, coronation, jubilee, empire, legacy, memorial, tradition, decade</p> | <p>Investigate and interpret evidence</p> | <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. | <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>Lesson 1 – Queen Victoria Organise key information about Queen Victoria, use a timeline.</p> <p>Lesson 2 - How did Queen Victoria change the role of the monarchy?</p> <p>Lesson 3 – Artefacts and the Victoria and Albert Museum</p> <p>Lesson 4 – Create a timeline of Queen Elizabeth II's life.</p> <p>Lesson 5 – Describe what Queen Elizabeth II does?</p> <p>Lesson 6 – Explore how we find out about the Royal Family.</p> <p>Lesson 7 – Traditions – The Queen's Christmas message</p> |
| | <p>Build an overview of world history</p> | <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>Understand Chronology</p> | <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. | |

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| | | <ul style="list-style-type: none"> • Recount changes that have occurred in their own lives. • 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. • 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

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| <p>Cities of the United Kingdom (pg 48-57), 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"> • Location and key facts | 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 | <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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| <ul style="list-style-type: none"> Physical features including rivers, topography, physical landmarks. Human features – including landmarks, key historical landmarks. Population – size, diversity <p>Vocabulary: 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"> 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>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>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 world in relation to the Equator and the North and South Poles. Identify land use around the school. | |

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| | Communicate geographically | <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.• key human features, including: city, town, village, factory, farm, house, office and shop.• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). | <p>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> |
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Art & Design

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| Flowers | 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><u>Lesson One</u> Warm up activity – roll a dice draw a vase of flowers. Introduction to artists and art work (see below).</p> |
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| <p><u>Vocabulary</u> Primary colours Secondary colours Vivid Symmetrical Emotions Artist Tints Shades Tones Colour wheel Pattern texture</p> | <p>Master Techniques PAINTING</p> <p>DRAWING</p> | <ul style="list-style-type: none">• Use thick and thin brushes.• Mix primary colours to make secondary.• Add white to colours to make tints and black to colours to make tones.• Create colour wheels. • Draw lines of different sizes and thickness.• Colour (own work) neatly following the lines.• Show pattern and texture by adding dots and lines.• Show different tones by using coloured pencils. | <p>Children to discuss sunflower art and state preferences. Sketchbook set up. Artist study: Van Gogh. Master Techniques: sketching pattern and texture, butterfly grid drawing.</p> <p><u>Lesson Two</u> Warm up activity - roll a dice beach scene. Review: artists and sunflower paintings. Artist study: Georgia O'Keefe Master techniques: how to draw a sunflower, pattern and texture, butterfly grid drawing. Discuss the primary colours.</p> <p><u>Lesson Three</u> Warm up activity – roll a dice park scene Review: Georgia O'Keefe 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.</p> <p><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</p> |
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| | | | <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> |
| | <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: Van Gogh – Sunflowers 1888 Georgia O'Keefe – A Sunflower from Maggie Gustav Klimt – The Sunflower Claude Monet – 1881 Sunflowers</p> |

Design & Technology

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| <p>Introduction unit 1.1 What is Design and Technology? (pages 31-34) Lever mechanisms finger fluency design inspiration guided design-think guided design-break guided design-re-think <u>Vocabulary</u></p> | <p>Master practical skills</p> | <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). • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. | <p><u>Lesson 1</u> What is DT Lesson 2- What is a lever mechanism? Look at different lever mechanisms-have a go at testing three different fulcrum positions Lesson 3- Lever finger fluency- making a variety of fun lever mechanisms Lesson 4- Guided design- Go through the different design processes for a litter picker Lesson 5- Design own litter picker using the guided designs from the previous lesson Lesson 6- Make litter picker Lesson 7- Test/ rethink/ remake litter picker</p> |
| | <p>Design, make, evaluate and improve</p> | <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. | |
| | <p>Take inspiration from design throughout history</p> | <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

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| | <p>Work scientifically</p> | <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. Perform simple tests. Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. | <p>Changing Materials</p> <p><u>1.Recap materials from Year 1.</u></p> <ul style="list-style-type: none"> • What is a material? • What are objects made from? <p><u>2.Lesson question: Which material should I use?</u></p> <ul style="list-style-type: none"> • Common materials and their properties • Matching materials to uses based on their properties <p><u>3.Lesson question: How can the shape of solid objects be changed?</u></p> <ul style="list-style-type: none"> • Solid objects • Squashing, bending, twisting, stretching • Testing different materials <p><u>4.Lesson question: Which material is the stretchiest?</u></p> <ul style="list-style-type: none"> • Testing the elasticity of different materials <p><u>5.Lesson question: Are hard materials absorbent?</u></p> <ul style="list-style-type: none"> • Testing whether a variety of materials used are absorbent <p><u>6.Lesson question: What is the difference between raw and synthetic materials?</u></p> |
| | <p>Materials</p> | <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. | |

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| | Investigate Living Things | <ul style="list-style-type: none">• Explore and compare the differences between things that are living, that are dead and that have never been alive.• 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.• Identify and name a variety of plants and animals in their habitats, including microhabitats.• 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. | <ul style="list-style-type: none">• Raw vs synthetic materials (Natural vs man-made)• Sorting materials <p><u>7.Lesson question: Why do we change materials</u></p> <ul style="list-style-type: none">• Comparing the properties of raw vs synthetic materials• Material scientists <p><u>Investigate Living Things</u> <u>Lesson 1 To understand that living things need to live in suitable habitats.</u> 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.</p> <p><u>Lesson 2 To explore the plants and animals that live in seaside habitats.</u> 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.</p> <p><u>Lesson 3 To explore the plants and animals that live in desert habitats.</u> 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> <p><u>Lesson 4 To explore the plants and animals that live in rainforest habitats.</u></p> |
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| | | | <p>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><u>Lesson 5 To be able to explore plants and animals in an unfamiliar habitat</u></p> <p>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><u>Lesson 6 To be able to explore and describe a micro-habitat.</u></p> <p>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> |
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Computing

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| <p>IT around us</p> <p><u>Vocabulary</u> Information Technology, computers, file, move, resize, compare, example, connected, safety, rules, responsibly, guidance</p> <p>Creating Media- Photography</p> | <ul style="list-style-type: none"> Communicate | <ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites | <p>Lesson one: What is Information technology?</p> <p>Lesson two: Where have you seen IT in the home?</p> <p>Lesson three: Where have we seen IT in the world?</p> <p>Lesson four: How does IT improve our world?</p> <p>Lesson five: Safe use of IT</p> <p>Lesson six: Using IT responsibly.</p> |
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| <p><u>Vocabulary</u> Devices, digital, photograph, landscape, portrait, composition, improve, lighting, focus, artificial, editing, adjust, real, changed</p> | | | <p>www.childrenscommissioner.gov.uk/our-work/digital/5-a-day</p> |
| | <p>Connect</p> | <ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages | <p>Lesson one: Devices Lesson two: Landscape or portrait? Lesson Three: What makes a good photograph? Lesson Four: Lighting and focus Lesson Five: Effects Lesson six: Is it real?</p> |
| <h2>Music</h2> | | | |
| <p>Y2 Unit 1: How Does Music Help Us to Make Friends? Unit 2: How Does Music Teach Us About The Past?</p> | <p>Perform</p> | <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>UNIT 1 Listening and responding to: 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> |

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| <p><u>Understanding Music Vocabulary</u> Unit 1 Tempo: 112bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G</p> <p>Unit 2 Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G</p> | <p>Compose</p> | <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. | <p>5 Hello! Joanna Mangona and Pete Readman Pop Performing: Music is in my soul, Hey friends, Hello Composing with CDE (+FG for HA) to song Music is in my soul Improvising with CDE</p> |
| | <p>Transcribe</p> | <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. | <p>UNIT 2 Listening and responding to: 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 Gershin Swing/Popular 5 The Orchestra Song Joanna Mangona and Pete Readman 20th and 21st Century Orchestral</p> |
| | <p>Describe music</p> | <ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. | <p>Performing: Sparkle in the Sun, Listen, The orchestra song Composing with GAB (+DE for HA) with sparkle in the sun Improvising with GAB</p> |

P.E

Fundamentals- Hall
- Get set for PE

Vocabulary

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

- Copy and remember moves and positions.
- Move with careful control and coordination.

Fundamentals
LESSON 1, To develop balance, stability and landing safely.

TARGET GAMES
LESSON 1 TO
DEVELOP AN
UNDERSTANDING

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| <p>Run, stop, balance, travelling actions, jump, land, zig zag, alternating feet, jog, sprint, speed bounces, square rush, hopping, skipping, straddle</p> <p>Target Games WITH COACH</p> | | <ul style="list-style-type: none"> • 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. • 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 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>OF TARGET GAMES AND CONSIDER HOW MUCH POWER TO APPLY WHEN AIMING AT A TARGET.</p> <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>R.E</p> | | | | |

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| <p>Being Human – Islam Believing 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> <p>Life Journey – Islam Living What do Muslims do to celebrate birth? What does it mean and why does it matter to belong? Pg: 17</p> <p>Vocabulary Muslim islam faith qu'ran salat worship aqiqah</p> | <p>Understand beliefs and teachings</p> | <ul style="list-style-type: none"> Describe some of the teachings of a religion. | <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) Lesson 5 – Intro to the Qu'ran (p15-18) Lesson 6 – The Qu'ran (powerpoint) Identify 5 rules that Muslims must live by.</p> <p>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</p> |
| | <p>Understand practices and lifestyles</p> | <ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practices. | |
| | <p>Understand how beliefs are conveyed</p> | <ul style="list-style-type: none"> Name some religious symbols Explain the meaning of some religious symbols. | |
| | <p>Reflect</p> | <ul style="list-style-type: none"> 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. | |
| | <p>Understand Values</p> | <ul style="list-style-type: none"> Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals' | |

RSE & PSED

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| <p>Jigsaw</p> <p>BM (Being Me in My World) 'Who am I and how do I fit?'</p> <p>CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique</p> | | <ul style="list-style-type: none"> Identify some of my hopes and fears for this year Understand the rights and responsibilities for being a member of my class and school Listen to other people and contribute my own ideas about rewards and consequences Listen to other people and contribute my own ideas about rewards and consequences Understand how following the Learning Charter will help me and others learn Recognise the choices I make and understand the consequences <ul style="list-style-type: none"> Starting to understand that sometimes people make assumptions about boys and girls (stereotypes) Understand that bullying is sometimes about difference Recognise what is right and wrong and know how to look after myself | <p>1. Hopes and Fears for the Year <i>Worries Hopes Fears</i></p> <p>2. Rights and Responsibilities <i>Belonging Rights Responsibilities Responsible Actions</i></p> <p>3. Rewards and Consequences <i>Praise Reward Consequence Positive Negative Choices</i></p> <p>5. Our Learning Charter <i>Co-operate Learning Charter Rights Responsibilities Rewards Consequences Problem-solving Choices</i></p> <p>6. Owning our Learning Charter <i>Learning Charter Responsibilities Rights Rewards Consequences Choices</i></p> <p>1. Boys and girls Accepting difference</p> <p>2. Boys and girls Include others when working and playing</p> <p>3. Why does bullying happen? Know how to help if someone is being bullied</p> <p>4. Standing up for myself and others Try to solve problems</p> <p>5. Gender Diversity Try to use kind words</p> <p>6. Celebrating difference and still being friends Know how to give and receive compliments</p> |
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| | | <ul style="list-style-type: none">• Understand that it is OK to be different from other people and to be friends with them• Tell you some ways I am different from my friends | |
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