

# Spring Medium Term Overview 202324

Year Group:

2



HUNTINGTOWER  
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 1 Yr2	Activities (that relate to Threshold Concepts and the Milestone indicators)
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History			
<p><b><u>Significant Event</u></b></p> <p><b><u>The Plague (Black Death)/GFOL</u></b></p> <p><b><u>Vocabulary</u></b> ancient outbreak centuries eyewitness chronicles recount</p> <p>plague bacterium infection symptom remedy economy population</p>	<p><b>Investigate and interpret evidence</b></p>	<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><b>Lesson 1 Introduction to the plague</b> Students will learn about the plague and how it spread. What were the symptoms of the disease and how did it affect people.</p> <p><b>Lesson 2 The causes of the plague</b> Students will learn about the causes of the plague and how it spread through the bites of infected fleas.</p> <p><b>Lesson 3 The impact of the plague and remembering the plague</b> Students will learn about the impact of the plague on society. How did it affect the economy, the population and the way of life? Students will learn about how the plague is remembered today. How is it represented in art/literature? How has it helped our understanding of disease and public health</p> <p><b>Lesson 4 To understand where and when the Great Fire of London started.</b> 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><b>Lesson 5 To understand the events of the great Fire of London.</b></p>
	<p><b>Build an overview of world history</b></p>	<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>	
	<p><b>Understand Chronology</b></p>	<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> <li>Use dates where appropriate.</li> </ul>	
	<p><b>Communicate historically</b></p>	<ul style="list-style-type: none"> <li>Show an understanding of the concept of nation and a nation's history.</li> </ul>	

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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 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.

### Lesson 6

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.

## Geography

Climate and weather

temperatures  
weather  
climate  
polar  
equatorial  
tropical  
extremely  
vast

### 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.

### 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.

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thrive frequently represented symbols physical process atmosphere technique heatwave drought flood monsoon blizzard gale/storm cyclone/hurricane tornado/twister		<ul style="list-style-type: none"> <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>	Make weather predictions using knowledge of seasonal and recent daily weather. Consider how the weather affects our behaviour. <b>3. To develop an understanding of extreme weather.</b> To find out about extreme weather conditions across the world. <b>4. To compare the weather during each season in equatorial and polar regions.</b> 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.
	<b>Investigate patterns</b>	<ul style="list-style-type: none"> <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> </ul>	<b>5. To learn more about the way seasonal weather in an equatorial region differs from the weather in the UK.</b> 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.
	<b>Communicate geographically</b>	Use basic geographical vocabulary to refer to: <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></li> </ul>	<b>6. To learn more about the way seasonal weather in a polar region is different from weather in the UK.</b> 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

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<p>Collage (with drawing and painting)</p> <p><b>Theme: Food (still life based on Cezanne)</b> still life collage layering texture cut tear glue materials imitate digital composition</p>	<p><b>Develop ideas</b></p> <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><i>Collage (with drawing and painting)</i></p> <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.                             <ul style="list-style-type: none"> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul> </li> </ul> <p><i>Digital</i></p> <ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<p><b>Lesson one: set up sketchbooks</b> Set up sketchbook using work from Cezanne below. Cezanne artist study. Include key vocab. Children to add their observations for given artwork. Sketching fruit.</p>
	<p><b>Master Techniques</b></p>		<p><b>Lesson two: composition of a still life based on Cezanne. Drawing fruit link to Cezanne. Digital art – take a photo of their still life.</b> 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><b>Lessons three/four: collage - rip and tear</b> <b>Artist to study: Matisse</b> 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><b>Lesson five: collage – scissor skills - cut and glue</b> <b>Artist to study: Clover Robin (contemporary)</b> Children to cut and stick to recreate their still life. Use contemporary artist Clover Robin as inspiration.</p> <p><b>Lesson six: digital art – fruit still life</b> Children to edit their digital photographs of still life using pen/crop/filters on camera app.</p> <p><b>Drawing and painting skills for each lesson: different fruits.</b></p>

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	<b>Take inspiration from the greats</b>	<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>	Artists to study: Paul Cezanne Matisse Clover Robin (contemporary)
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## Design & Technology

<p><b><u>Wheels and axles</u></b></p> <p><b><u>Vocabulary</u></b>            mechanism, rotating, force, attach, chassis, automatically, fluency</p>	<b>Master practical skills</b>	<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> </ul> <p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>Create products using levers, wheels and winding mechanisms.</li> </ul>	<p><b>Lesson 1-</b> wheels and axels- Introduction and attaching  <b>Lesson 2-</b> Wheels and axels: finger fluency  <b>Lesson 3-</b> Wheels and axels: design inspiration  <b>Lesson 4-</b> Wheels and axels: guided design-think  <b>Lesson 5-</b> Wheels and axels: guided design-make  <b>Lesson 6-</b>Wheels and axels: guided design-re-think</p>
	<b>Design, make, evaluate and improve</b>	<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>	
	<b>Take inspiration from design throughout history</b>	<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>	

## Science

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	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 paper/cardboard for particular uses.</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 material is the stretchiest?</u></b></p> <ul style="list-style-type: none"> <li>Testing the elasticity of different materials</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> <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></p> <p><b><u>Lesson 1 To understand that living things need to live in suitable habitats.</u></b></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</li> </ul>	

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idea of a simple food chain, and identify and name different sources of food.

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.

**Lesson 2 To explore the plants and animals that live in seaside habitats.** 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.

**Lesson 3 To explore the plants and animals that live in desert habitats.** 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.

**Lesson 4 To explore the plants and animals that live in rainforest habitats.** 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.

**Lesson 5 To be able to explore plants and animals in an unfamiliar habitat**

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.

**Lesson 6 To be able to explore and describe a micro-habitat.**

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.

## Computing

Creating Music

Communicate

- 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

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<p><b><u>Vocabulary</u></b> Pulse Rhythm Pattern Pitch Duration Notes Tempo</p> <p><b>Pictograms</b></p>			<p>bank to describe how this music generates emotions, i.e. how it makes them feel.</p> <p><b>2. Rhythms and patterns</b> 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><b>3. How music can be used</b> 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><b><u>Vocabulary</u></b></p>	<p>To code</p>	<ul style="list-style-type: none"> <li><b>To select sounds, and control when they are heard, their duration and volume.</b></li> </ul>	<p><b>4. Notes and tempo</b> Develop an understanding of music. Use a computer to create and refine musical patterns.</p> <p><b>5. Creating digital music</b> 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><b>6. Reviewing and editing music</b> Retrieve and review their work. Spend time making improvements and then share their work with the class.</p> <p><b>PICTOGRAMS</b></p> <p><b>1. Counting and comparing</b> They will create their own tally charts to organise data, and represent the tally count as a total.</p> <p><b>2. Enter the data</b> They will create pictograms manually and then progress to creating them using a computer.</p> <p><b>3. Creating pictograms</b> They will collect data to create a tally chart and use this to make a pictogram on a computer</p> <p><b>4. What is an attribute?</b></p>



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			<p>They will then tally objects using a common attribute and present the data in the form of a pictogram</p> <p><b>5. Comparing people</b> They will practise using attributes to describe images of people and the other learners in the class.</p> <p><b>6. Presenting Information</b> During this lesson learners will understand that there are other ways to present data than using tally charts and pictograms</p>
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## Music

<p>Y2 <b>Unit 3 exploring music through feelings-</b> How does music make the world a better place? <b>Unit 4 Inventing a musical story-</b>how does music teach us about our neighbourhood?</p> <p><b>UNIT 3</b> Songs-Rainbows, Hands, Feet and Heart, All around the world Instrumental notes: CDEGAB crotchets quavers GAC minims crotchets Improvising-CDE Composing- CDEFG <b>UNIT 4</b> songs-Helping each other, The music man, Let's sing together Instrumental notes; CDEG crotchets FGACE crotchets Improvising- CDE Composing-FGA</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><b>See separate planning documentation from Charanga.</b></p> <ul style="list-style-type: none"> <li>-Start to learn the song</li> <li>-Sing the song</li> <li>-sing the song and play instrumental parts within the song.</li> </ul>
	<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>	<p>Warm up games Flexible games (optional) Improvise Compose</p>
	<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>	<p>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</p>

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<p><b><u>Vocabulary</u></b> Keyboards, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel</p>	<p><b>Describe music</b></p>	<ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	<p>-Listen and appraise activities -Warm up games</p>
<h2>P.E</h2>			
<p><u>Dance- Coach</u></p> <p><u>Sending and receiving</u></p> <p><b><u>Vocabulary</u></b></p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p>	<ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	<p><b>DANCE</b></p> <p>LESSON 1, THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance.</p> <p>LESSON 2, THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea.</p> <p>LESSON 3, THEME: Secret Garden Use counts of 8 to help you stay in time with the music.</p> <p>LESSON 4, THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>LESSON 5, THEME: The Circus To explore pathways and levels.</p>

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			<p>LESSON 6, THEME: The Circus To remember and rehearse our circus dance showing expression and character.</p> <p><b>SENDING AND RECEIVING</b>  <b>LESSON 1</b> To roll a ball towards a target  <b>LESSON 2</b> To be able to track and receive a rolling ball  <b>LESSON 3</b> To be able to stop, send and receive a ball with your feet.  <b>LESSON 4</b> To develop sending and receiving a ball with your feet.  <b>LESSON 5</b> To develop throwing and catching skills  <b>LESSON 6</b> To develop throwing and catching skills.</p>
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## R.E

<p><b>Being Human – Christianity Believing</b> 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?) <b>Pg: 15</b></p> <p><b>Life Journey – Christianity Living</b> What do Christians do to celebrate birth?</p>	<p><b>Understand beliefs and teachings</b></p>	<ul style="list-style-type: none"> <li>Describe some of the teachings of a religion.</li> <li>Describe some of the main festivals or celebrations of a religion.</li> </ul>	<p>Lesson 1- the bible <a href="https://youtu.be/WvTEQcHJdz0">https://youtu.be/WvTEQcHJdz0</a>            Lesson 2- Ten commandments            Lesson 3- Christian beliefs            Lesson 4- Christian symbols            Lesson 5- Story from the old testament            Lesson 6- Story from the new testament            Lesson 7- Mother Teresa            Lesson 8- Martin Luther King            Lesson 9- Christenings            Lesson 10- Christenings</p>
	<p><b>Understand practices and lifestyles</b></p>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> </ul>	
	<p><b>Understand how beliefs are conveyed</b></p>	<ul style="list-style-type: none"> <li>Explain the meaning of some religious symbols.</li> <li>Name some religious symbols</li> </ul>	

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<p>What does it mean and why does it matter to belong? Pg: 15</p> <p><b>Reflect</b> 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> <p><b>Understand values</b> Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.</p>			
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## RSE & PSED

<p>Jigsaw</p> <p><b>DG</b> (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this</p>		<p><b>Dreams and Goals</b></p> <p>I can choose a realistic goal and think about how to achieve it</p> <p>I carry on trying (persevering) even when I find tasks difficult</p> <p>I can recognise who I work well with and who it is more difficult for me to work with</p>	<p><b>Dreams and Goals</b></p> <ol style="list-style-type: none"> <li>1. Goals to Success</li> <li>2. My Learning Strengths</li> <li>3. Learning with Others</li> <li>4. A Group Challenge</li> <li>5. Continuing Our Group Challenge</li> </ol>
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<p><b>HM</b> (Healthy Me) Being and keeping safe and healthy</p>		<p>I can work well in a group to create an end product</p> <p>I can explain some of the ways I worked well in my group to create the end product</p> <p>I know how to share success with other people</p> <p>Healthy Me</p> <p>I know what I need to keep my body healthy</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>I understand how medicines work in my body and how important it is to use them safely</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can decide which foods to eat to give my body energy</p>	<p><b>6. Celebrating Our Achievement</b></p> <p><b>Healthy Me</b></p> <ol style="list-style-type: none"> <li><b>1. Being Healthy</b></li> <li><b>2. Being Relaxed</b></li> <li><b>3. Medicine Safety</b></li> <li><b>4. Healthy Eating</b></li> <li><b>5. Healthy Eating</b></li> <li><b>6. Happy, Healthy Me!</b></li> </ol>
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<p><b>PROJECT EVOLVE</b> <b>Self image and identity</b></p> <p><b>Health, Wellbeing and lifestyle</b></p> <p><b>Online Bullying</b></p>	<p>I know that people can choose different pictures online to what they actually look like in real life. I can explain why someone might want to change their appearance online. I can describe ways in which people might make themselves look different online. I can recognise issues online that might make me feel sad, worried uncomfortable or frightened. I know who I can go to for help. I know how to ask for help. Recount either rules, guidance or conversations around their own use of technology that they think are important. Identify a range of simple health/ well-being issues on which technology can impact Explain how they can reduce the impact of these issues when using technology Explain ways in which they can self-manage their use of technology or with support from their parent/carer/mentor Demonstrate simple awareness of physical health risks around over engagement. Eg eyes get tired; sitting in one place for a long time; missing meals/drinks etc Explain simple well-being awareness; eg not physically socialising; not listening to parents/carers; being bored etc Begin to recognise that rules and guidance can vary by context. Identify some characteristics that are typical of bullying behaviour (online and offline) Consider the motives behind bullying behaviour. Show awareness of the range of emotions that people involved in a bullying situation may feel. Identify examples of bullying behaviour.</p>	<ol style="list-style-type: none"><li><b>1) Me and My Avatar</b></li><li><b>2) How does going online make you feel?</b></li><li><b>3) Explaining effective strategies</b></li><li><b>4) Changing the rules</b></li><li><b>5) The nature of bullying</b></li><li><b>6) The blame game</b></li><li><b>7) Supportive sunflower</b></li></ol>
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# Spring Medium Term Overview 202324

## Year Group: 2



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		<p>Recognise the difference between accidental and intentional behaviours that may affect others.</p> <p>Explain reasons why the blame lies with those who display bullying behaviours, not the target.</p> <p>Identify who they can turn to for help and support.</p> <p>Recognise some sources of support in different contexts (e.g. school, home, online).</p> <p>Understand why people sometimes don't ask for help when being bullied.</p>	
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