

Summer Medium Term Overview 20245

Year Group: 2



HUNTINGTOWER
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 1 Yr 1 and Yr2	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
<p><u>Significant People</u> Significant people – Martin Luther King and Rosa Parks</p> <p><u>Vocabulary</u> Key vocabulary (from Chris Quigley)</p> <p>inequality, discrimination, assassination, race, activist, law, segregation, legacy, boycott.</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>Lesson One and Lesson Two: Who was Rosa Parks?</p> <ul style="list-style-type: none"> When did Rosa Parks live? Why did Rosa Parks get arrested? List some things that happened to Rosa Parks after she got onto the bus that day. Discuss the reasons people wanted to boycott buses in Montgomery. <p>Lesson Three: Sources of Evidence</p> <ul style="list-style-type: none"> What kind of evidence does a newspaper give us? Suggest some sources of evidence we could use to find out more about Rosa Parks' life. Explain what makes Rosa Parks a significant person. Why did people want peaceful protests? What was Martin Luther King's job? <p>Lesson Four and Lesson Five: Who was Martin Luther King?</p> <ul style="list-style-type: none"> What is meant by the word 'inequality'. Explain how MLK wanted people to behave when they protested. Explain how King helped Rosa Parks. What is meant by 'racial segregation'? What is meant by the word 'slavery'? Where did he give his famous 'I have a dream' speech? Why is this speech still important today? <p>Lesson Six: Review</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. Recount changes that have occurred in their own lives. Use dates where appropriate. 	

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	<p>Communicate historically</p>	<ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	<p>What do we now know about Martin Luther King and Rosa Parks?</p>
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Geography

<p>Continents and Oceans</p> <p>Vocabulary</p> <p>continent, country, ocean, sea, hemisphere, equator</p> <p>saline, species, enclosed, seas, magma submerged, ports, natural resources, climate change, equator, tourist destination, marine species, inhabitants, atolls,</p>	<p>Investigate places</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<p>Lesson one – What is a Continent? Before this lesson watch this song to learn about the continents: https://www.youtube.com/watch?v=K6DSMZ8b3LE</p> <ol style="list-style-type: none"> 1. Analysing a world map. 2. Naming the 7 continents. 3. Learning what a hemisphere is. 4. Ordering the continents in size. <p>Lesson two - Where are the World's Oceans? Before this lesson watch this song to learn about the oceans: https://www.youtube.com/watch?v=X6BE4VcYngQ</p> <ol style="list-style-type: none"> 1. Recap the 7 continents. 2. Location of the oceans. 3. What is a map? 4. Size of a sea. 5. Compare a sea to an ocean. <p>Lesson three - What is Africa like?</p> <ol style="list-style-type: none"> 1. Recapping the location of continents. 2. Analyse map of Africa. 3. Different food from the continent. 4. African landmarks.
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		<ul style="list-style-type: none"> Name and locate the world's continents and oceans. 	<p>5. African animals – The Big Five.</p> <p>Lesson four - What is Antarctica like?</p> <ol style="list-style-type: none"> Recap the location of the continents. Analyse map of Antarctica. Key landmarks. Physical features and climate. Animals in the continent. <p>Lesson five – How is Alaska Different to Cornwall?</p> <ol style="list-style-type: none"> Recap the location of the oceans. Where is Alaska? Where is Cornwall? Physical features of Alaska. Physical features of Cornwall <p>Lesson six – map skills – compass directions</p>
Investigate patterns	<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. 		
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). 		

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Art & Design

<p>Sculpture Theme: (Dreams and nightmares pgs 54-57 modified unit looking at human form)</p> <p><u>Vocabulary</u> Vocabulary: medium, sculpture, sculptor, statute, clay, slip, moulding, carving, natural, two dimensional, three dimensional</p>	<p>Develop ideas</p>	<ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<p>Texts to support leaning: Luna Loves Art, Katie in London</p>
	<p>Master Techniques SCULPTURE</p>	<ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. 	<p>Lesson 1: Use Luna Loves Art to introduce Sculpture. Discuss the difference between the 2D and 3D art in the Tate Modern. Set up sketchbooks using vocab, 4 photographs of sculptures and children's response to the sculptures.</p> <p>Lesson 2: Look at the different materials that sculptures can be made of (science link). Respond to sculptures made of different materials.</p> <p>Lesson 3: Artist study: Alberto Giacometti. Sketch stick figures in motion. Create stick figures using tin foil.</p> <p>Lesson 4: Artist study: Create stick figures using pipe cleaners (Stick Man – Julia Donaldson link)</p> <p>Lessons 5 and 6: Artist study: Susan Lordi. Design and make a clay figurine in the style of Susan Lordi. Write an explanation to accompany sculpture.</p>

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	Take inspiration from the greats	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	Artists to study: Henry Moore - Family Group Susan Lordi – Willow tree sculptures Alberto Giacometti – Three men walking Jeff Koons – Balloon Dog
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Design & Technology

Textiles Creating a puppet Vocabulary	Master practical skills	<ul style="list-style-type: none"> Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). Computing Model designs using software. 	Lesson 1 What is sewing? Lesson 2 What is a puppet and finger puppets? Lesson 3 Running stitch and over stitch Lesson 4 puppet design Lesson 5 making a puppet Lesson 6 Evaluating puppets
	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

Plants Environment	Work scientifically	<ul style="list-style-type: none"> Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Identify and classify. 	PLANTS
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Computing

<u>Vocabulary</u> Robot Algorithms Introduction to quizzes	Communicate	<ul style="list-style-type: none">• Use a range of applications and devices in order to communicate ideas, work and messages.• Use simple databases to record information in areas across the curriculum	<ol style="list-style-type: none">1. Giving instructions2. Same but different3. Making predictions4. Mats and Routes5. Algorithm design6. Debugging <ol style="list-style-type: none">1. Scratch jr2. Outcomes3. Using a design4. Changing a design5. Designing and creating a program6. Evaluating
	To code	<ul style="list-style-type: none">• Control motion by specifying the number of steps to travel, direction and turn.• Control when drawings appear and set the pen colour, size and shape.• Specify the nature of events (such as a single event or a loop)	

Music

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<p>Y2 Friendship song</p> <p>Vocabulary</p> <p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse,rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo,perform/performance, audience, rap, Reggae, glockenspiel.</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p> <ul style="list-style-type: none"> ●Rhythm – long and short sounds or patterns that happen over the pulse. ●Pitch – high and low sounds. ●Tempo – the speed of the music; fast or slow or in-between. ●Dynamics – how loud or quiet the music is. ●Timbre – all instruments, including voices, have a certain sound quality e.g. thetrumpet has a very different sound quality to the violin. ●Texture – layers of sound. Layers of sound working together make music veryinteresting to listen to. ●Structure – every piece of music has a structure e.g. an introduction, verse and chorusing. ●Notation – the link between sound and symbol. 	<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>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.
	<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>Warm up games</p> <p>Flexible games (optional)</p> <p>Improvise</p> <p>Compose</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>Compose</p> <p>Play composition within your song</p> <p>Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p>
	<p>Describe music</p>	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> -Listen and appraise activities -Warm up games

P.E

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<p>Team building/ Invasion <u>Vocabulary</u></p> <p>Key vocabulary – throwing, catching, kicking, dribbling, hands, feet, dodging, finding space, possession, defender, passing, forwards, teammate, inside, outside, sole</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<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. • Lead others when appropriate. 	<p>LESSON 1</p>	<p>To follow instructions and work with others.</p>
			<p>LESSON 2</p>	<p>To co-operate and communicate in a small group to solve challenges.</p>
			<p>LESSON 3</p>	<p>To create a plan with a group to solve the challenges.</p>
			<p>LESSON 4</p>	<p>To communicate effectively and develop trust.</p>
			<p>LESSON 5</p>	<p>To use teamwork skills to work as a group to solve problems.</p>
			<p>LESSON 6</p>	<p>To work with a group to copy and create a basic map.</p>

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			LESSON 1	To understand what being in possession means and support a teammate to do this.
			LESSON 2	To use a variety of skills to score goals.
			LESSON 3	To develop stopping goals.
			LESSON 4	To learn how to gain possession of the ball.
			LESSON 5	To develop an understanding of marking an opponent.
			LESSON 6	To learn to apply simple tactics for attacking and defending.

R.E

<p><u>Different celebrations in Christianity, Islam and Hinduism</u></p> <p><u>Vocabulary</u> celebrate festival fasting tradition muslim hindu christian worship</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: Why do Christians celebrate Easter? (The Easter story) Last term</p> <p>Lesson 2: What is Ramadan? Looking at Ramadan from a child's point of view. What could you do to help others?</p> <p>Lesson 3: Eid-al-Fitr - How is it celebrated? Record 4 ways.</p> <p>Lesson 4: How is May Day celebrated? – A traditional Christian festival.</p> <p>Lesson 5: What is holi? Reading comprehension.</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>mosque mandir church</p>	<p>Understand how beliefs are conveyed</p>	<ul style="list-style-type: none"> Explain the meaning of some religious symbols. 	<p>Lesson 6: What is holi? Design a holi t-shirt.</p> <p>Lesson 7: Recognising, naming and describing Religious places – Hindu Mandir</p> <p>Lesson 8: Recognising, naming and describing Religious places – Muslim Mosque</p> <p>Lesson 9: Recognising, naming and describing Religious places – Christian church</p> <p>Lesson 10: Recognising, naming and describing Religious places in Grantham</p>
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RSE & PSED

<p>Relationships Changing Me</p> <p>grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility,</p> <p>same, different, male, female, boy, girl, body, born, private parts,</p>	<p>Relationships</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I can identify some of the things that cause conflict with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I recognise and appreciate people who can help me in my family, my school and my community.</p>	<p>Lesson 1 Families</p> <p>Lesson 2 Keeping Safe- physical contact</p> <p>Lesson 3 Friends and Conflict</p> <p>Lesson 4 Secrets</p> <p>Lesson 5 Trust and appreciation</p> <p>Lesson 6 Celebrating my special relationships</p>
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<p>penis, testicles, vagina, gender</p> <p>medicine, safety, hazard,</p>		<p>I can express my appreciation for the people in my special relationships.</p>	
	<p>Changing me</p>	<p>I can recognise cycles of life in nature.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I can identify what I am looking forward when I move in my class.</p>	<p>Lesson 1 Life Cycles in nature Lesson 2 Growing from young to old Lesson 3 The Changing me Lesson 4 Boys and Girls bodies Lesson 5 Assertiveness Lesson 6 Looking ahead</p>