

Summer Medium Term Overview 202526

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>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. 	

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		<ul style="list-style-type: none"> Use dates where appropriate. 	<p>Lesson Six: Review What do we now know about Martin Luther King and Rosa Parks?</p>
	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

<p>Continents and Oceans</p> <p>Vocabulary</p> <p>continent, country, ocean, sea, hemisphere, equator</p>	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 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. 	<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"> Analysing a world map. Naming the 7 continents. Learning what a hemisphere is. 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"> Recap the 7 continents. Location of the oceans. What is a map? Size of a sea.
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<p>saline, species, enclosed, seas, magma submerged, ports, natural resources, climate change, equator, tourist destination, marine species, inhabitants, atolls,</p>		<ul style="list-style-type: none"> • 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>5. Compare a sea to an ocean.</p> <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. 5. African animals – The Big Five.
	<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. 	<p>Lesson four - What is Antarctica like?</p> <ol style="list-style-type: none"> 1. Recap the location of the continents. 2. Analyse map of Antarctica. 3. Key landmarks. 4. Physical features and climate. 5. Animals in the continent. <p>Lesson five – How is Alaska Different to Cornwall?</p> <ol style="list-style-type: none"> 1. Recap the location of the oceans. 2. Where is Alaska? 3. Where is Cornwall? 4. Physical features of Alaska. 5. Physical features of Cornwall
	<p>Communicate geographically</p>	<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. 	<p>Lesson six – map skills – compass directions</p>

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		<p>near and far) to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	
Art & Design			
<p>Sculpture Theme: (Dreams and nightmares pgs 54-57 modified unit looking at human form)</p> <p><u>Vocabulary</u> Vocabulary: medium, 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>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>
	<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. 	

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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

Design & Technology

<u>Textiles</u> Creating a puppet <u>Vocabulary</u>	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	<ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. 	

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	throughout history	<ul style="list-style-type: none"> Explore how products have been created. 	
<h2>Science</h2>			
<u>Plants</u> <u>Environment</u> <u>Vocabulary</u>	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. 	PLANTS Lesson 1 – Bulb or seed? Lesson 2 – What do plants need to grow? Lesson 3 – plan an investigation. Lesson 4 – carry out a scientific investigation.
	Understand Plants	<ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy, 	LIFECYCLES Lesson 5 – Parent and offspring Lesson 6 – Life cycle of humans Lesson 7 – Life cycle of mammals Lesson 8 – Life cycle of amphibians Lesson 9 – Life cycle of butterfly Lesson 10 – Life cycle patterns
	Understand animals and		PLANTS Lesson 11 – review bulb and seeds investigation WILDLIFE

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	<p>humans This concept involves becoming familiar with different types of animals, humans and the life processes they share</p>	<p>This concept involves becoming familiar with different types of animals, humans and the life processes they share</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates (revision) 	<p>Lesson 12 – What does wildlife do for us? Lesson 13 – What can we do wildlife?</p>
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Computing

<p>Building sequences in programmes Sequence - the order in which things happen Command - an instruction you use to control something Program - a set of ordered commands that can be run by a computer to complete a task</p>	<p>Communicate</p>	<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 	<p>1 Programming sequences 2 Outcomes of sequences 3 Building blocks to create a sequence 4 Programming multiple sprites and backgrounds 5 Designing and creating a quiz program 6 Evaluating and improving a program</p>
	<p>To code</p>	<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) 	

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Music			
<p>Sing Up- Term 3 Swing-along with Shostakovich - 3 lessons Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</p> <p>Charlie Chaplin - 3 lessons Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p> <p>Tanczmy labada - 6 lessons Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3</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>Swing-along</p> <ul style="list-style-type: none"> • Create action patterns in 2- and 3-time. • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop.
	<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>Song Bank: Swing-a-long; One man went to mow; One finger, one thumb; Giggle song; Oranges and lemons.</p> <p>Watch/Listen/Move: • Jazz suite No. 1 – 2. 'Polka' (Dmitri Shostakovich). • Jazz suite No. 2 – 6. 'Waltz II' (Dmitri Shostakovich).</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>Charlie Chaplin</p> <ul style="list-style-type: none"> • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics. <p>Watch/Listen/Move: • 'The lion's cage' – a scene from the 1928 film The circus (Charlie Chaplin)</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>Tanczmy labada</p> <ul style="list-style-type: none"> • Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed

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			<p>music from Poland. Begin to understand how music helps people share tradition and culture. Song Bank: Tanczmy labada; Bassez down; Płynie statek; Feet, feet; Hi lo chicka lo.</p> <p>Watch/Listen/Move: • Demonstration of the Krakowiak dance. • Follow my feet and Walk and freeze videos from Sing Up's Developing musicianship toolkit. • Rondo à la Krakowiak in F major (Op.14) (Frédéric Chopin). • Hi lo chicka lo progression snapshot 3 videos (Sing Up). • Polish folk music, performed live (FisBanda). • Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).</p>
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P.E

<p><u>Vocabulary</u> Athletics Fitness Key vocabulary –</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 To run fast and develop sprinting. LESSON 2 To develop jumping further. LESSON 3 To develop jumping higher. LESSON 4 To develop throwing for distance. LESSON 5 To develop throwing for accuracy. LESSON 6 To select and apply knowledge and technique in an athletics carousel</p> <p>LESSON 1 To learn how to run for a long time. LESSON 2 To develop jumping in a long rope using timing. LESSON 3 To develop co-ordination in individual skipping. LESSON 4 To develop stamina and change of direction. LESSON 5 To explore exercises to develop strength. LESSON 6 To develop agility, balance and co-ordination.</p>
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R.E

Hindus-What do their stories teach about life and the world

In this unit pupils begin to explore the Hindu Dharma. Through four stories they will draw out key ideas about the divine, compassion and pluralism that they will revisit throughout the curriculum.

Prayer- is it possible to speak to God?

In this unit, pupils will focus on the concept of prayer. They will gain an understanding of diversity in Christian prayer and consider the Lord's Prayer. From this they will examine the importance of prayer in Islam. Finally they will consider humanist responses to prayer

Understand beliefs and teachings

- Describe some of the teachings of a religion.
- Describe some of the main festivals or celebrations of a religion.

Understand practices and lifestyles

- Recognise, name and describe some religious artefacts, places and practices.

Understand how beliefs are conveyed

- Explain the meaning of some religious symbols.

Lessons in unit

1. The story of the Blind Men and the Elephant
2. The Blind Men and the Elephant: deeper meanings
3. The story of the mouth of Krishna
4. The mouth of Krishna: deeper meanings
5. The story of waiting for God
6. The story of waiting for God: deeper meanings

Lessons in unit

1. Introducing prayer
2. The Lord's Prayer
3. Different Christian prayers
4. Different Muslim prayers
5. Humanist reflection
6. Comparing prayer and reflection

RSE & PSED

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<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, penis, testicles, vagina, gender</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>I can express my appreciation for the people in my special relationships.</p>	<p>Lesson 1 Families Lesson 2 Keeping Safe- physical contact Lesson 3 Friends and Conflict Lesson 4 Secrets Lesson 5 Trust and appreciation Lesson 6 Celebrating my special relationships</p>
<p>medicine, safety, hazard,</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>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>

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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.

I understand there are different types of touch and can tell you which ones I like and don't like.

I can identify what I am looking forward when I move in my class.