# Autumn Medium Term Overview 20267
# Year Group: 2

HUNTINGTOWER
A PRIORY ACADEMY

| Breadth | Threshold Concept | Milestone 1 | Activities (that relate to Threshold Concepts and the Milestone indicators) |
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| **History** | | | |
| **Significant People**<br><br>Queen Victoria & Elizabeth II<br><br>**Vocabulary**<br><br>Timeline, monarch, palace, reign, royal, coronation, jubilee, empire, legacy, memorial, tradition, decade | **Investigate and interpret evidence** | • Observe or handle evidence to ask questions and find answers to questions about the past.<br>• Ask questions such as: What was it like for people? What happened? How long ago?<br>• Use artefacts, pictures, stories, online sources and databases to find out about the past.<br>• Identify some of the different ways the past has been represented. | We will study the main events in the reign of both queens and place events on a timeline.<br>We will compare each queen's role in society and their legacy.<br>We will find out about each queen's family.<br>We will organise information about their lives.<br>We will use artefacts to support our learning and be able to explain why artefacts are so important.<br>**Lesson 1** – Queen Victoria<br>Organise key information about Queen Victoria, use a timeline.<br>**Lesson 2** - How did Queen Victoria change the role of the monarchy?<br>**Lesson 3** – Artefacts and the Victoria and Albert Museum<br>**Lesson 4** – Create a timeline of Queen Elizabeth II's life.<br>**Lesson 5** – Describe what Queen Elizabeth II did?<br>**Lesson 6** – Explore how we find out about the Royal Family.<br>**Lesson 7** – Traditions – The Monarchs Christmas message |
| | **Build an overview of world history** | • Describe historical events.<br>• Describe significant people from the past.<br>• Recognise that there are reasons why people in the past acted as they did. | |
| | **Understand Chronology** | • Place events and artefacts in order on a timeline.<br>• Label timelines with words or phrases such as: past, present, older and newer.<br>• Recount changes that have occurred in their own lives.<br>• Use dates where appropriate. | |

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| | **Communicate historically** | • Show an understanding of the concept of nation and a nation's history.<br>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.<br>• 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** | | | |
| **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.<br>Explore the following for each city, including comparing these for the cities.<br>• Location and key facts<br>• Physical features including rivers, topography, physical landmarks.<br>• Human features – including landmarks, key historical landmarks.<br>• Population – size, diversity<br><br>Vocabulary: | **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?).<br>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.<br>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.<br>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.<br>• Use aerial images and plan perspectives to recognise landmarks and basic physical features. | <u>Lesson One</u><br>Children to discuss where they live (planet, continent, country, county, town, street).<br>Matching game.<br>Draw and label where they live.<br><br><u>Lesson Two</u><br>Review – where do I live?<br>Discuss the United Kingdom and locate it on a world map.<br>Name and locate the different countries of the UK and their capital cities.<br>Match country, capital city and flag.<br>Introduction to human and physical features.<br><br><u>Lesson Three</u> |

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| Planet<br>Continent<br>Country<br>County<br>City<br>Town<br>Village<br>United Kingdom<br>Democratic<br>Government<br>Monarchy<br>Archipelago<br>Human features<br>Physical features<br>Population<br>landmarks | | • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.<br>• Name and locate the world's continents and oceans. | Review – where do I live? Different countries of the UK.<br>Discuss human and physical features. Sort features into human and physical. Draw and label human and physical features.<br>Identify human and physical features of the UK.<br><br><u>Lesson Four</u><br>Review – human and physical features.<br>Look at location, key facts, human and physical features of Edinburgh, Cardiff and Belfast.<br>Sorting/matching game.<br>Draw and label human and physical features for cities above.<br>Additional activity: build a map of the UK.<br><br><u>Lesson Five</u><br>Review - Look at location, key facts, human and physical features of Edinburgh, Cardiff and Belfast.<br>Look at location, key facts, human and physical features of London.<br>London I spy activity.<br>Locate landmarks on maps of London.<br>Draw a map of London showing human and physical features.<br><br><u>Lesson Six</u><br>Review - location, key facts, human and physical features of London.<br>Show children pictures of Lincoln. Discuss their experiences of Lincoln. |
| | **Investigate patterns** | • 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.<br>• 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.<br>• Identify land use around the school. | |
| | **Communicate geographically** | Use basic geographical vocabulary to refer to:<br><br>• **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.<br>• **key human features**, including: city, town, village, factory, farm, house, office and shop.<br>• 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. | |

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| | | • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). | Look at location, key facts, human and physical features of Lincoln.<br>Complete table to compare Lincoln and London.<br>What is the same? What is different? |
| **Art & Design** | | | |
| **Flowers**<br><br>**<u>Vocabulary</u>**<br>**Primary colours**<br>**Secondary colours**<br>**Vivid**<br>**Symmetrical**<br>**Emotions**<br>**Artist**<br>**Tints**<br>**Shades**<br>**Tones**<br>**Colour wheel**<br>**Pattern**<br>**texture** | **Develop ideas** | • Respond to ideas and starting points<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | <u>Lesson One</u><br>Warm up activity – roll a dice draw a vase of flowers.<br>Introduction to artists and art work (see below).<br>Children to discuss sunflower art and state preferences.<br>Sketchbook set up.<br>Artist study: Van Gogh.<br>Master Techniques: sketching pattern and texture, butterfly grid drawing.<br><br><u>Lesson Two</u><br>Warm up activity - roll a dice beach scene.<br>Review: artists and sunflower paintings.<br>Artist study: Georgia O'Keefee<br>Master techniques: how to draw a sunflower, pattern and texture, butterfly grid drawing.<br>Discuss the primary colours.<br><br><u>Lesson Three</u> |
| | **Master Techniques**<br>**PAINTING**<br><br>**DRAWING** | • Use thick and thin brushes.<br>• Mix primary colours to make secondary.<br>• Add white to colours to make tints and black to colours to make tones.<br>• Create colour wheels.<br><br>• Draw lines of different sizes and thickness.<br>• Colour (own work) neatly following the lines.<br>• Show pattern and texture by adding dots and lines.<br>• Show different tones by using coloured pencils. | |

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| | | | Warm up activity – roll a dice park scene<br>Review: Georgia O'Keefee and primary colours<br>Artist Study: Claude Monet<br>Master techniques: paint mixing (discuss primary and secondary colours). how to draw a sunflower, pattern and texture, butterfly grid drawing.<br><br><u>Lesson Four</u><br>Warm up activity – roll a dice house scene<br>Review: Monet, primary and secondary colours.<br>Artist Study: Gustav Klimt – Draw the Tree of Life<br>Master techniques: colour mixing and colour wheel. Pattern and texture sketching.<br><br><u>Lesson Five</u><br>Warm up activity: step by step flower sketching.<br>Review: Gustav Klimt and the colour wheel.<br>Master techniques: make shades, tints and tones. Paint Zentangle flowers using shades, tints and tones.<br>Sketch Zentangle flowers and colour neatly.<br><br><u>Lesson Six</u><br>Warm up activity: sketching video creating pattern and texture.<br>Review: colour mixing, shades, tints and tones.<br>Master techniques: use colour mixing and painting skills to paint own sunflower sketches and a Van Gogh sunflower picture. Use thick and thin brushes. |

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| | **Take inspiration from the greats** | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. | Artists to study: Van Gogh – Sunflowers 1888<br>Georgia O'Keefe – A Sunflower from Maggie<br>Gustav Klimt – The Sunflower<br>Claude Monet – 1881 Sunflowers |
| **Design & Technology** | | | |
| Introduction unit 1.1 What is Design and Technology? (pages 31-34)<br>Lever mechanisms<br>finger fluency<br>design inspiration<br>guided design-think<br>guided design-break<br>guided design-re-think<br>**Vocabulary** | **Master practical skills** | • Cut materials safely using tools provided.<br>• Measure and mark out to the nearest centimetre.<br>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).<br>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).<br>• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. | Lesson 1<br>What is DT<br>**Lesson 2**- What is a lever mechanism?<br>Look at different lever mechanisms-have a go at testing three different fulcrum positions<br>**Lesson 3**- Lever finger fluency- making a variety of fun lever mechanisms<br>**Lesson 4**- Guided design- Go through the different design processes for a litter picker<br>**Lesson 5**- Design own litter picker using the guided designs from the previous lesson<br>**Lesson 6**- Make litter picker<br>**Lesson 7**- Test/ rethink/ remake litter picker |
| | **Design, make, evaluate and improve** | • Design products that have a clear purpose and an intended user.<br>• Make products, refining the design as work progresses.<br>• Use software to design. | |
| | **Take inspiration from design throughout history** | • Explore objects and designs to identify likes and dislikes of the designs.<br>• Suggest improvements to existing designs.<br>• Explore how products have been created. | |
| **Science** | | | |

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| White Rose Y2<br><br>Animals (including humans)<br>Vocabulary:<br>mammal, fur, carnivore, herbivore, omnivore<br><br>bird, feathers, beak, insect, insectivore<br><br>fish, scales, gills, fin<br><br>amphibian, webbed feet, frog, toad, newt<br><br>reptile, scales, carnivore, herbivore<br><br>mammal, adult, baby, shelter<br><br>Materials | **Work scientifically** | • Ask simple questions.<br>• Observe closely, using simple equipment. Perform simple tests. Identify and classify.<br>• Use observations and ideas to suggest answers to questions.<br>• Gather and record data to help in answering questions. | Animals needs for survival –White Rose<br><br><u>Lesson One</u> Mammals<br>Identify mammals.<br>What do mammals need to survive?<br>How do mammals that live in water breathe air?<br>What is a carnivore/herbivore/omnivore?<br><br><u>Lesson Two</u> Birds<br>Identify birds.<br>What features do all birds have?<br>What is an insectivore?<br>What do birds need to survive?<br><br><u>Lesson 3</u> Fish<br>Identify fish.<br>What features do fish have?<br>What do fish need to survive?<br><br><u>Lesson 4</u> Amphibians<br>Identify amphibians.<br>What features do amphibians have?<br>What do amphibians eat?<br>What do amphibians need to survive?<br><br><u>Lesson 5</u> Reptiles<br>Identify reptiles.<br>What features do reptiles have?<br>What do reptiles need to survive?<br><br><u>Lesson 6</u> Humans<br>What is a mammal? |
| | Materials | • Distinguish between an object and the material from which it is made.<br>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.<br>• Describe the simple physical properties of a variety of everyday materials.<br>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.<br>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.<br>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. | |
| | Understand animals and humans<br>This concept involves becoming familiar with different types of animals, humans and the life processes they share. | • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.<br>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | |

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| | | • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).<br>• Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.<br>• Notice that animals, including humans, have offspring which grow into adults.<br>• Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).<br>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. | Is a human a mammal?<br>What do babies need to survive?<br>What do adults need to survive?<br>How are the needs of humans similar or different from those of other animals?<br><br>Materials - White Rose |
| **Computing** | | | |
| **Introduction to IT**<br>**OAKS**<br><br>**<u>Vocabulary</u>**<br>Information Technology, computers, file, move, resize, compare, example, connected, safety, rules, responsibly, guidance<br><br>**Project Evolve – Self Image and Identity**<br>**Online relationships** | • Communicate | • Participate in class social media accounts.<br>• Understand online risks and the age rules for sites | Lesson one: What is Information technology?<br>Lesson two: Where have you seen IT in the School?<br>Lesson three: Where have we seen IT in the world?<br>Lesson four: How does IT improve our world?<br>Lesson five: Safe use of IT<br>Lesson six: Using IT responsibly.<br>www.childrenscommissioner.gov.uk/our-work/digital/5-a-day |

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| | Connect | • Use a range of applications and devices in order to communicate ideas, work and messages | Lesson 1 I can explain how other people may look and act differently online and offline.<br>Lesson 2 I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. |
| **Music** | | | |
| Y2<br><br>Tony Chestnut<br><br>Musical focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.<br><br>Musical learning:<br><br>Improvise rhythms along to a backing track using the note C or G.<br><br>Compose call-and-response music.<br><br>Play the melody on a tuned percussion instrument. | **Perform** | • Take part in singing, accurately following the melody.<br>• Follow instructions on how and when to sing or play an instrument.<br>• Make and control long and short sounds, using voice and instruments.<br>• Imitate changes in pitch. | Lesson 1: Get to know the song – learn the melody and add actions on the beat.<br><br>Lesson 2: Get to know the song – improving phrasing and tuning. Track the shape of the melody with gesture.<br><br>Lesson 3: Progression snapshot 1. Make a video recording of children singing.<br><br>Lesson 4: Play the songs melody on a tuned percussion instrument.<br><br>Lesson 5: Improvise rhythms along to a backing track.<br><br>Lesson 6: Compose call-and-response music. |
| | **Compose** | • Create a sequence of long and short sounds.<br>• Clap rhythms.<br>• Create a mixture of different sounds (long and short, loud and quiet, high and low).<br>• Choose sounds to create an effect.<br>• Sequence sounds to create an overall effect.<br>• Create short, musical patterns.<br>• Create short, rhythmic phrases. | |

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| Sing with good diction.<br><br>Recognise and play echoing phrases by ear.<br><br>CHRISTMAS PRESENTATION | **Transcribe** | • Use symbols to represent a composition and use them to help with a performance. | | |
| | **Describe music** | • Identify the beat of a tune.<br>• Recognise changes in timbre, dynamics and pitch. | | |
| **P.E** | | | | |
| Fundamentals- Hall<br>- Get set for PE<br><br>**Vocabulary**<br>Run, stop, balance, travelling actions, jump, land, zig zag, alternating feet, jog, sprint, speed bounces, square rush, hopping, skipping, straddle<br><br>Gymnastics | **Develop practical skills in order to participate, compete and lead a healthy lifestyle** | • Copy and remember moves and positions.<br>• Move with careful control and coordination.<br>• Link two or more actions to perform a sequence.<br>• Copy and remember actions.<br>• Move with some control and awareness of space.<br>• Link two or more actions to make a sequence.<br>• Show contrasts (such as small/tall, straight/curved and wide/narrow).<br>• Hold a position whilst balancing on different points of the body.<br>• Stretch and curl to develop flexibility. | **Fundamentals**<br>LESSON 1, To develop balance, stability and landing safely.<br>LESSON 2, To explore how the body moves differently when running at different speeds.<br>LESSON 3, To develop changing direction and dodging.<br>LESSON 4, To develop and explore jumping, hopping and skipping actions.<br>LESSON 5, To develop co-ordination and combining jumps.<br>LESSON 6, To develop combination jumping and skipping in an individual rope. | LESSON 1 To perform gymnastic shapes and link them together.<br>LESSON 3 To use shapes to create balances.<br>LESSON 5 To link travelling actions and balances using apparatus.<br>LESSON 7 To demonstrate different shapes, take off and landing when performing jumps.<br>LESSON 9 To develop rolling and sequence building.<br>LESSON 11 To create a sequence using apparatus. |

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| **R.E** | | | | |
| **The Bible: what does it say about God's promises?**<br><br>**Festivals- how do they celebrate the natural world**<br><br>**<u>Vocabulary</u>**<br><br>• Torah -<br>• New Testament -<br>• Promise<br>• Old Testament<br>• Testament | **Understand beliefs and teachings** | • Describe some of the teachings of a religion. | Introduce the Characters<br><br>1 Shared stories<br>2 Noah and the Rainbow<br>3 The calling of Abraham<br>4 The story of Abraham and Sarah<br>5 The Story of Joseph<br>6 Jesus- waiting for a promise to be fulfilled | |
| | **Understand practices and lifestyles** | • Recognise, name and describe some religious artefacts, places and practices. | | |
| | **Understand how beliefs are conveyed** | • Name some religious symbols<br>• Explain the meaning of some religious symbols. | | |
| | **Reflect** | • Identify the things that are important in their own lives and compare these to religious beliefs.<br>• Relate emotions to some of the experiences of religious figures studied.<br>• Ask questions about puzzling aspects of life. | 1 Harvest festival in the UK<br>2 Harvest festival around the world<br>3 The Jewish festival of Sukkot<br>4 The festival of trees<br>5 The story of Holi<br>6 The celebration of Holi | |
| | **Understand Values** | • Identify how they have to make their own choices in life.<br>• Explain how actions affect others. | | |

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| | | • Show an understanding of the term 'morals' | |
| **RSE & PSED** | | | |
| Jigsaw<br><br>**BM** (Being Me in My World)<br>'Who am I and how do I fit?'<br><br><br><br>**CD** (Celebrating Difference)<br>Respect for similarity and difference.<br>Anti-bullying and being unique | | • Identify some of my hopes and fears for this year<br>• Understand the rights and responsibilities for being a member of my class and school<br>• Listen to other people and contribute my own ideas about rewards and consequences<br>• Listen to other people and contribute my own ideas about rewards and consequences<br>• Understand how following the Learning Charter will help me and others learn<br>• Recognise the choices I make and understand the consequences | **1. Hopes and Fears for the Year**<br>*Worries Hopes Fears*<br>**2. Rights and Responsibilities**<br>*Belonging Rights Responsibilities Responsible Actions*<br>**3. Rewards and Consequences**<br>*Praise Reward Consequence Positive Negative Choices*<br>**5. Our Learning Charter**<br>*Co-operate Learning Charter Rights Responsibilities Rewards Consequences Problem-solving Choices*<br>**6. Owning our Learning Charter**<br>*Learning Charter Responsibilities Rights Rewards Consequences Choices*<br><br>**1. Boys and girls**<br>Accepting difference<br>**2. Boys and girls**<br>Include others when working and playing<br>**3. Why does bullying happen?**<br>Know how to help if someone is being bullied<br>**4. Standing up for myself and others**<br>Try to solve problems<br>**5. Gender Diversity** |

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| | | • Starting to understand that sometimes people make assumptions about boys and girls (stereotypes)<br>• Understand that bullying is sometimes about difference<br>• Recognise what is right and wrong and know how to look after myself<br>• Understand that it is OK to be different from other people and to be friends with them<br>• Tell you some ways I am different from my friends | Try to use kind words<br>**6. Celebrating difference and still being friends**<br>Know how to give and receive compliments |