

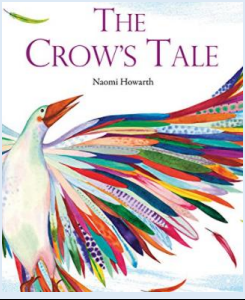

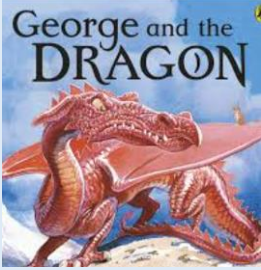
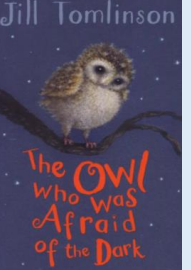


Warley Road Academy BELLS and Whistles curriculum long term plan

Year 2



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
						
Other texts	Little People Big Dreams series of books	Vlad and the Great Fire of London	Stories about animals Meerkat Mail	Other Traditional Tales Tradition Tales with twists Animal A-Z	The Boy who Grew Dragons	Owl non fiction Lighthouse Keepers Lunch Series
Trips and visitors	Fire Station visit Feelings Workshop - SCARF Coram Life Education	Mosque visit	Zoo2U	Victorian Day	Castle Visit	Bridlington Beach
Writing genres	Stories Letters Fact files	Adventure Story Instructions Fire Safety	Non Chronological Reports Fact files Fables	Traditional Tales with Twists Victorian Life - Recount	Legends Castle Factfiles/Non Chronological reports	Adventure stories Sea poetry Messages in a bottle
Topics	Heroes and Heroines	Fire Fire	African Adventure	Street Detectives	Towers, Tunnels and Turrets	Ahoy There!
Understanding the world	<p>- Name and locate the world's seven continents and five oceans. Focus on Olympics</p> <p>- Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>- Use world maps, atlases, and globes to identify the United Kingdom and its countries.</p> <p>Identify countries of the United Kingdom and capital cities before focussing on London</p>	<p>- Name and locate the world's seven continents and five oceans.</p> <p>Focus on Africa – Look at countries in Africa</p> <p>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Compare Halifax to a village in Africa Mugaremeno in Zambia</p> <p>- Key human features, including city, town, village.</p> <p>- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Locate Famous castles in England</p> <p>Locate Towers in the local area</p>	<p>- Identify key physical features, including beach, cliff, coast, sea, ocean, river.</p> <p>- Identify key human features, including city, town, village, port, harbour, and shop.</p> <p>- Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>

History	<p>- Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>William Brookes – Founder modern day Olympics</p> <p>Other famous British Olympian – Sebastian Coe</p> <p>- Significant historical events, people and places in their own locality</p> <p>Hannah Cockroft – Local Paralympian</p>	<p>- Events beyond living memory that are significant nationally or globally.</p> <p>Study the events of the Great Fire of London</p> <p>Study the Great Plague</p> <p>- Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Samuel Pepys</p> <p>Thomas Bludworth</p> <p>Thomas Farriner</p> <p>Charles II</p>	<p>- Significant historical events, people and places in their own locality.</p> <p>Study Queen Victoria</p> <p>Look at the school building and compare – Victorian school to school now.</p>	<p>- Significant historical events, people and places in their own locality.</p> <p>Wainhouse Tower</p> <p>Local Castle – Conisbrough Castle?</p> <p>- Events beyond living memory that are significant nationally or globally.</p> <p>Norman invasion – Battle of Hastings - castle life</p>	<p>- Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Christopher Columbus and Ellen MacArthur</p>	
	RE	<p>How can we make good choices?</p> <p>Christianity and Islam</p>	<p>How and why do people pray?</p> <p>Christianity and Islam</p>	<p>How is new life welcomed?</p> <p>Christianity</p>	<p>What did Jesus teach and how did he live?</p> <p>Christianity</p>	<p>How can we look after our planet?</p> <p>Christianity and Islam – Creation Stories</p>

WARLEY
ROAD
Academy

Art

- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Leonardo Da Vinci – Mona Lisa

Create own portraits of sports personalities

Giacometti Sculptures from tin foil



- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Fire painting – Colour mixing and shades



Sketching houses from 1066



Model house to recreate the fire



- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

African Patterns



African Masks - Collage



- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Study William Morris – Wallpaper

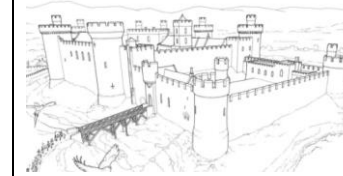


Design and print their own wallpaper – cardboard and string



- Use a range of materials creatively to design and make products

Buck Brothers – Line drawings



James Paterson – Castle paintings



Sculpture – Clay Castles



- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

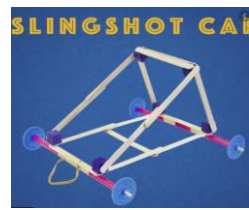
Vincent Van Gogh Seascapes



-Use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination

Sculpture – Paper mache rock pools and salt sough rock pool animals



STEM	DT	<ul style="list-style-type: none"> - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria. <p>Designing and making own bread product</p>	<ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. - Select from and use a range of tools and equipment to perform practical tasks. <p>Isambard Kingdom Brunel – Bridges and viaducts</p> <p>Design and build own Bridges</p> <p>Design and make own Punch and Judy Puppets.</p>	<ul style="list-style-type: none"> - Design purposeful, functional, appealing products for themselves and other users based on design criteria - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. - Select from and use a range of tools and equipment to perform practical tasks. - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria. <p>Design and make a castle</p> <p>Moving catapults with wheels and axels.</p> 	<ul style="list-style-type: none"> - Use the basic principles of a healthy and varied diet to prepare dishes. - Understand where food comes from. <p>Look at diets of sailors</p> <p>Make heathy meals for sailors</p>	
	Musi c	To be developed with a music specialist as part of the school development plan →				
Science	<ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grow into adults. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 	<ul style="list-style-type: none"> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> - Explore and compare the differences between things that are living, dead, and things that have never been alive. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants and animals in their habitats, including micro-habitats. - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

		← Working Scientifically →					
	Computing	- Use technology safely and respectfully, keeping personal information private. - Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	- Create and debug simple programs. - Recognise common uses of information technology beyond school.	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Use logical reasoning to predict the behaviour of simple programs.
Physical development	PE	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:					
		<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 					
		Outdoor					
		Invasion games	Net / Wall games	Invasion games	Striking & fielding games	Athletics	Invasion games
Indoor							
		Gymnastics (Key steps)	Tri Golf	Gymnastic (Key Steps)	Athletics	Dance	NAK
Whistles	PSHCE Following SCARF	Me and My Relationships Feelings Workshop - SCARF Coram Life Education	Keeping myself safe.	Valuing Differences		Being My Best	Growing and Changing
	i-challenge	<ul style="list-style-type: none"> • Burning Great Fire of London buildings • Team water run to put fire out (water run booklet) • Emergency Services (booklet) • Campfire (booklet) • Mammal identification (booklet) • Sign language- learn how to say greetings (booklet) 		<ul style="list-style-type: none"> • Health and Safety (booklet) • Growing and Gardening (booklet) • Performances (booklet) • Reading Bingo (booklet) • Understand how to call the emergency services 		<ul style="list-style-type: none"> • Build a Tower (booklet) • Create a piece of natural artwork (booklet) • Catapult (booklet) • Fruit smoothie (booklet) 	
		← Building confidence, building relationships, building teamwork →					

