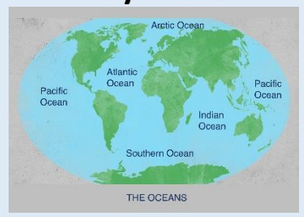
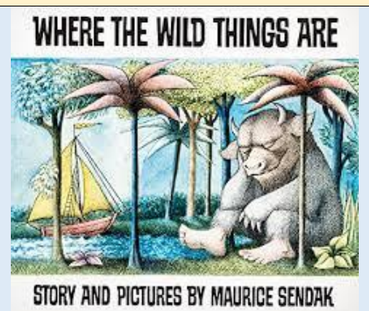
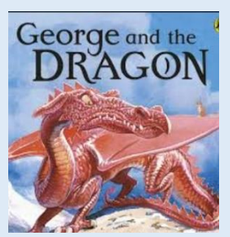
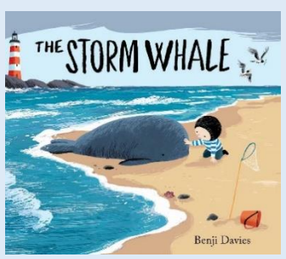
Warley Road Curriculum Long Term Plan
Year 2

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Information	**Toffee Town & Halifax** 	**Majestic Monarchs** 	**Fire Fire** 	**African Adventure** 	**Towers, Tunnels and Turrets** 	**Ahoy There!** 
Enquiry Question		Who was the most successful monarch – Queen Elizabeth or Queen Victoria?	Why did the fire on Pudding Lane become the Great Fire of London?		Why did monarchs build castles? Where is the perfect place to build a castle?	
	What makes Halifax a good place to live?			Would it be hotter or colder at the top of the Earth? What is it like in cold/hot climates?		How is the local area different to a seaside town? Where would you prefer to live and why?
Golden Thread		Key historical person Power and monarchy Role of women	Key historical event Conflict and disaster		Invasion and defence	
	Locational knowledge Mapping Physical and human geography			Locational knowledge Mapping Physical and human geography		Locational knowledge Mapping Physical and human geography
Book Led Literacy						
ROAP Outcome						

Understanding the world	**Geography**	Locate and name hometown or city Recognise the shape of the British Isles on a map of the world Apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm etc Ask simple closed questions (i.e., Where is it? What is it like?) during fieldwork. Use simple compass directions (N, E, S, W) to describe the location of features and routes on a map Add detail to a map from aerial photographs Draw objects to scale, for example; on the table, using squared Spatial awareness on maps (i.e., 'A' is closer to 'B' than 'C' is) Draw a simple plan of somewhere that I know using agreed symbols Plan a route using the four points of the compass Describe features of the local area during fieldwork			Compare and contrast the local area with a contrasting locality Ask simple closed questions (i.e., Where is it? What is it like?) Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles – link to months of the year Make simple comparisons between different places Use simple compass directions (N, E, S, W) to describe the location of features and routes on a map Use number/letter coordinates to locate features on a simple map Understand boundaries on a map Ask simple closed questions (i.e., Where is it? What is it like?) Name and locate the world's 7 continents, 5 oceans, equator and the North and South Pole Use world maps, atlases and globes to identify the countries, continents and oceans studied with support Name and sort human geographical features from hot and cold locations		Name and locate the world's 7 continents, 5 oceans, equator and the North and South Pole Use world maps, atlases and globes to identify the countries, continents and oceans studied with support Ask simple closed questions (i.e., Where is it? What is it like?) Apply basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, mountain etc Ask simple closed questions (i.e., Where is it? What is it like?) Make simple comparisons between different places Use simple compass directions (N, E, S, W) to describe the location of features and routes on a map Have a spatial awareness on maps (i.e., 'A' is closer to 'B' than 'C' is) Describe the impact that plastic use has on our Earth Explain different choices in the way that plastic is used
	History		**Majestic Monarchs** *The sub lenses for this unit are empire and monarchy. This unit will introduce some of the most famous and significant kings and queens of England, from King William I in 1066 to King Charles III in the present day.* *It will focus on their lives and which palaces and castles were significant to them. This builds from the EYFS 'Understanding the World' and the importance of castles.* Who were the kings and queens of the past? Who was Queen Victoria and where did she live? Who was the first Queen Elizbeth? How do we remember Queen Elizabeth II? Who is our current monarch?	**The Great Fire of London** *The sub lenses for this unit are monarchy and civilisation..This unit will cover what London was like in 1666 using simple comparisons between then and the present day. It will explore what happened on the night of 2nd September 1666 when the Great Fire of London started, why the fire spread quickly and how it was tackled. It will introduce key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren. This builds on from work around sources and lines of enquiry.* What was London like in 1666? What happened on 2nd September 1666? How did the fire spread and how do we know? How was London rebuilt? How did the fire impact the future?		**Towers & Turrets** *The sub lenses for this unit are empire and monarchy This unit will cover significant buildings throughout history building on from the topic of majestic monarchs. It will look at the changes in castles over time and compare different types of castles and the reasons for the changes. It will look at the key features of a castle and their relevance to it's purpose.* Why did monarch build castles? Where did Kings and Queens live through time? What are the key features of a castle? How have castles changed over time?	
	RE	**How can we make good choices?**	**How can we look after the planet?**	**How and why do people pray?**	**How is new life welcomed?**	**What did Jesus teach and how did he live?**	**What did Jesus teach and how did he live?**
	MFL	Spanish- Language Angels					

Expressive arts and design

Art

Artist – Cezanne
French - P. impressionism
Line Focus/ Drawing & Sketching
Still life

To talk in some detail about Cezanne's paintings-
For example, how he has made the fruit in his still life look 3D. How is it the fruit stands out from the background.

In my sketchbook -
To draw a dark and light line with a pencil. (HB-2B)
To use a pencil to create light, medium and dark shading.
To use pencil to draw an apple and pear and describe the shapes.
To then draw the shape and add shading to it to make it look 3D.
Where the darkest shadow would be.

To draw a piece of fruit in front of another.

To use oil pastels to mix up shades of colours used in a Cezanne still life.
To be able to describe these colours. Are they bright or dull for example, hot or cold.
To draw a still life from observation.
To use oil pastels to draw a piece of fruit in the style of Cezanne.

To make an observational, still life drawing in pencil or colour.

Artist – Vincent Van Gogh
Dutch - P. Impressionist
Painting

Recognise, name and mix the 3 primary colours to create secondary colours in a piece of work e.g. mix blue and yellow to create green

Create and explain the 6-part colour wheel

Understand contrasting /complementary colours

Artist – F. Hundertwasser
Austrian - Modern Art
Printing

Continue to explore printing with a range of hard and soft materials including sponge, corks or string on card

Identify forms of printing: books, posters, pictures and fabrics

Continue to explore using digital resources including the internet and 2simple

Understand how to change lines, brush size, colour, erase and crop on 2paint

Artist – Piet Mondrian
Dutch - Cubism/Modern Art
Collage

Begin to name a range of different fabrics including felt

Have experience of colouring in textiles using fabric crayons- t-shirt project

Apply some decoration using buttons, feathers or beads

Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent texture

Artist – Barbara Hepworth
British – Modern art
Sculpture /Clay

Complete one clay project

Join two pieces of clay together successfully

Shape, form and model from observation and imagination

Demonstrate making patterns and textures when appropriate

Use tools and equipment safely and in the correct way

TAKE ONE...
Inspired by the National Gallery's Take One Picture programme

DT

Materials/ Structures:
Measure materials
Describe different characteristics of materials
Join materials in different ways
Use joining, rolling or folding to make a product stronger
Use own ideas to try to make product stronger
Have own ideas and plan what to do next
Explain what I want to do and describe how I may do it
Design products for myself and others following design criteria
Choose best tools and materials, and explain choices
Make suggestions as to what I need to do next.
Join materials/components together in different ways
Measure, mark out, cut and shape materials and components, with support.
Describe which tools I'm using and why
Choose suitable materials and explain choices depending on characteristics.
Work safely and hygienically
Describe what went well, thinking about design criteria
Talk about what I would do differently if I were to do it again and why

Textiles:
Measure textiles
Join textiles together to make a product, and explain steps taken
Carefully cut textiles to produce accurate pieces
Explain choices of textile
Understand that a 3D textile structure can be made from two identical fabric shapes.
Have own ideas and plan what to do next
Explain what I want to do and describe how I may do it
Choose best tools and materials, and explain choices
Explain what I am making and why it fits the purpose
Make suggestions as to what I need to do next.
Join materials/components together in different ways
Measure, mark out, cut and shape materials and components, with support.
Describe which tools I'm using and why
Use finishing techniques to make product look good
Work safely and hygienically
Describe what went well, thinking about design criteria
Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion
Evaluate how good existing products are
Talk about what I would do differently if I were to do it again and why

Mechanisms:
Use levers or slides
Begin to understand how to use wheels and axles
Have own ideas and plan what to do next
Explain what I want to do and describe how I may do it
Explain purpose of product, how it will work and how it will be suitable for the user
Describe design using pictures, words, models, diagrams, begin to use ICT
Design products for myself and others following design criteria
Choose best tools and materials, and explain choices
Use knowledge of existing products to produce ideas
Explain what I am making and why it fits the purpose
Make suggestions as to what I need to do next.
Join materials/components together in different ways
Measure, mark out, cut and shape materials and components, with support.
Describe which tools I'm using and why
Work safely and hygienically
Describe what went well, thinking about design criteria
Talk about what I would do differently if I were to do it again and why

Music

Calderdale Music Services

STEM

Science

Materials

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.

Identify questions that can be tested

Identify questions that can be answered in a variety of ways

Perform simple tests

Animals Including humans and Evolution and inheritance

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Identify questions that can be answered in a variety of ways

Record simple data in a variety of ways: drawings, photographs, labelled diagrams, orally or in simple prepared tables or charts

Suggest answers to scientific questions

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Notice that animals, including humans, have offspring which grow into adults.

Identify questions that can be answered in a variety of ways

Living things and their habitats

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 questions that can be tested

Identify questions that can be answered in a variety of ways

Perform simple tests

Observe changes over time, noticing the patterns and relationships

Living things and their habitats

Explore and compare the differences between things that are living, dead, and things that have never been alive.

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.

Identify questions that can be answered in a variety of ways

Record simple data in a variety of ways: drawings, photographs, labelled diagrams, orally or in simple prepared tables or charts

Suggest answers to scientific questions

Plants

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.

Identify and name a variety of plants and animals in their habitats, including microhabitats (living things and their habitats).
Identify questions that can be tested

Identify questions that can be answered in a variety of ways

Perform simple tests

Observe changes over time, noticing the patterns and
Relationships

Identify relevant things to measure to answer the question

Use appropriate non-standard measurements (i.e. cubes) and a greater range of equipment to gather data
Record simple data in a variety of ways: drawings, photographs, labelled diagrams, orally or in simple prepared tables or charts

Suggest answers to scientific questions

State one positive about an investigation and one negative about the investigation

		Identify relevant things to measure to answer the question Record simple data in a variety of ways: drawings, photographs, labelled diagrams, orally or in simple prepared tables or charts Suggest answers to scientific questions State one positive about an investigation and one negative about the investigation	Record simple data in a variety of ways: drawings, photographs, labelled diagrams, orally or in simple prepared tables or charts Suggest answers to scientific questions	Identify relevant things to measure to answer the question Use appropriate non-standard measurements (i.e. cubes) and a greater range of equipment to gather data Record simple data in a variety of ways: drawings, photographs, labelled diagrams, orally or in simple prepared tables or charts Suggest answers to scientific questions State one positive about an investigation and one negative about the investigation		
		Working Scientifically					
	Computing	Online Safety Creating pictures Programs – 2PaintAPicture	Online Safety Effective Searching Programs – Browser	Online Safety Coding Programs – 2Code	Online Safety Questioning Programs – 2Question 2Investigate	Online Safety Presenting ideas Programs - Various	Online Safety Making music Programs – 2Sequence
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: • 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/Personal Development	**PSHE/ SCARF**	Me and My Relationships Feelings Workshop - SCARF Coram Life Education	Keeping myself safe	Valuing Differences	Valuing Differences	Being My Best	Growing and Changing
	Enrichment/ Trips &Experiences	Nell Bank Toffee Town Scarf workshop Steve Anthony	Mary– Museum of London game	Yorkshire Wildlife Park	Feelings Workshop - SCARF Coram Life Education	Castle Visit	Lytham St Annes Beach

	i-challenge	• Understand how to call the emergency services • Climbing Wall • Nell Bank- Orienteering • Reading Bingo (booklet)	• Health and Safety (booklet) • Growing and Gardening (booklet) • Performances (booklet) • Mammal identification (booklet) • Burning Great Fire of London buildings • Team water run to put fire out (water run booklet) • Campfire (booklet)	• Make a pizza (booklet) • Create a piece of natural artwork (booklet) • Fruit smoothie (booklet) • Sign language- learn how to say greetings (booklet) • Build a tower • Build a catapult (booklet) •
		Building confidence, building relationships, building teamwork