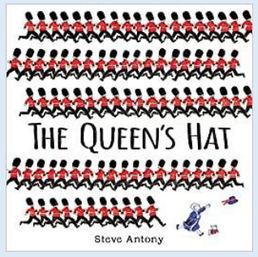
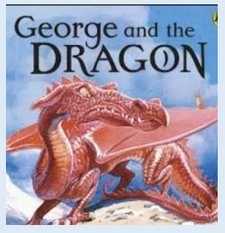
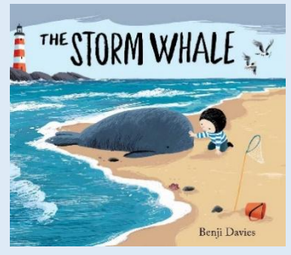
Warley Road Curriculum Long Term Plan

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 	**Hot & Cold** 	Towers, Tunnels and Turrets 	**UK vs Australia** 
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 Australia? 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	Post card from Halifax	Coronation parade	News bulletin	Weather reports from around the world	Visit a castle – floorbook page	Holiday brochure/ plan and pack a holiday

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*			*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?)* *-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* *-Name and sort human geographical features from hot and cold locations* *-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)*		*C ompare and contrast the local area with a contrasting locality* *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* *Use number/letter coordinates to locate features on a simple map* *Understand boundaries 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* *Ask simple closed questions (i.e., Where is it? What is it like?)*

	History		<u>Majestic Monarchs</u> *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?*	<u>The Great Fire of London</u> *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?*		<u>Towers & Turrets</u> *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*  To work with others to make a collaborative artwork made of 30 prints. To use a polystyrene sheet to make a print. To use my pencil with just enough pressure to dent in lines as I draw my building, windows and other details such as lines on a domed roof. (The building shape can be then cut around to make a shaped printing block or left as a sheet and cut out when printed). To use paint or printing ink to roll onto my plate, not putting on too much paint but covering it evenly. (A flat brush can also be used if you don't have rollers and trays) To turn my painted block facedown onto coloured paper and then turn it again and rub thoroughly over the paper to leave clear print. To repeat this if I need to adjust the amount of paint/ink next time.	***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**	***Living things and their habitats (5)*** *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* *Identify and name different sources of food*	***Animals Including humans – growth and survival (2)*** *Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)* *Describe the importance of exercise, eating the right amount of different food and hygiene*	***Materials/ Rocks and Forces (1)*** *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.* *Record simple data in a variety of ways: drawings, photographs, labelled diagrams, orally or in simple prepared tables or charts*	***Habitats around the world (link to Hot and Cold) (4)*** *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 in different habitats, including microhabitats.*	***Animals Including humans – life cycles (3)*** *Notice that animals, including humans, have offspring which grow into adults.*	***Plants (6)*** *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.* *Understand the requirements of plants for germination, growth and survival as well as the process of reproduction and growth in plants*

		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 West End Park Bird Watching Map Skills Fieldword	Coronation ceremony.	Mary– Museum of London game	Feelings Workshop - SCARF Coram Life Education Manor Heath Microhabitats link to Science	Castle Visit	I-Challenge Day Weather Watching Fieldword
	i-challenge	• Understand how to call the emergency services • Climbing Wall • Nell Bank- Orienteering • Reading Bingo (booklet) • Create a piece of natural artwork (booklet) • West End Park Bird Watching		• Health and Safety (booklet) • Campfire (booklet) • Understand how to call the emergency services (Booklet)		• Fruit smoothie (booklet) • Sign language- learn how to say greetings (booklet) • Build a tower (i-Challenge Day/STEM week) • Growing and Gardening (booklet) • Mammal identification (booklet)	
		Building confidence, building relationships, building teamwork →					


Aim High
4 R's
Drivers
I-Challenge
Talk, Read, Write