



	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Driver	Geography and History 15 weeks		Geography and History 13 weeks		Science and Art 11 weeks	
Theme Title	Who is Captain Cook, what did he do and where did he go?		Who is Samuel Pepys?	Where is our town in our country and where is our country in the UK?	What do we need to grow and keep healthy?	What is a micro-organism?
Why this topic and why now? (Rationale)	Children are building on their knowledge from Y1 Summer 2 of simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment we are going to explore the physical and human features of the seaside. We have chosen to start with this topic to build on their most recent topic from Y1.	We have selected this topic as Captain James Cook is a significant person from history who is from our local area. The Geography in this topic builds on from the previous topic of the Seaside looking at the 7 continents and 5 oceans. Children are building on their knowledge of changes over time 'Now and Then' by learning about the past.	Children are building on from the previous topic of Captain Cook to look further into the past and see how not only significant people can contribute to change but also significant events. Learning how the devastation of the Great Fire of London meant how houses were no longer made from wood and instead brick.	Children are building on their knowledge from Y1's I am an explorer of... My home, school, my town, my countryside, my capital city topic. We are going to explore the four countries and their capital cities in the UK. This also follows the previous topic of The Great Fire of London to build on their knowledge of what London was like then and what it is like now.	Children are building on their knowledge from Y1's Paws, claws and whiskers topic. We are learning about and describing the basic needs of animals including humans for survival.	Children are building on their knowledge from the previous topic (Animals including humans) and now exploring in more detail their habitats. We have chosen this topic now for the seasonal benefits to see a range of plants/ habitats for micro-organisms.
Enrichment	Saltburn Visit/Theatre Visit		Fire station Visit		Saltholme Visit Sports' Week	
Remembering Experience	Museum in the classroom Performance for Parents		Quiz		Take One Picture exhibition Parent showcase	



<p>Science</p>	<p>Plants – changes over time (stand alone topic)</p> <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. Seasons(Y1 revisit) 	<p>Habitats</p> <ul style="list-style-type: none"> 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, hot/cold Australia and Arctic 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. 	<p>Materials</p> <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. 		<p>Animals including humans</p> <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) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Micro-organisms, plants and habitats</p> <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 microhabitats 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.
<p>Geography</p>	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. identify seasonal and daily weather patterns in the United Kingdom and the location of hot 	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the 	<ul style="list-style-type: none"> name locate and identify characteristics of the 4 countries and capital cities of the UK. 			



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	<p>and cold areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to key physical and human features. • 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>countries, continents and oceans.</p>	<ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • 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. • 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 • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 		
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			to describe the location of features and routes on a map		
	Look at the 7 continents of the world and the 5 oceans. Make History Links with Captain Cook and his voyages. Then focus on the Arctic for Science link	Look at the significance of the River Thames with the Great Fire of London. Discuss why many cities are built near rivers. History Links	Explore in detail each of the 4 UK countries. Learn the capital cities and about famous landmarks in each. Further their knowledge by learning about key mountains and rivers in each .		
History		<ul style="list-style-type: none"> significant individuals who have contributed nationally significant historical events and people in their locality <p>Captain Cook</p>	<ul style="list-style-type: none"> events beyond living memory which are significant in change in national life <p>Samuel Pepys/Great Fire of London</p>		



Art	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to learn and recognise the work of a range of artists 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products. 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products. 	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 	<ul style="list-style-type: none"> 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. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use drawing, painting and sculpture to develop and share their ideas, experiences
	3d Seaside picture, island paintings, ice cream collages study artist Hokusai (Geography Link/History Link)	Clay signs, aboriginal style painting , turtle art (Geography Link)	Charcoal portrait, pastel skylines, comparing artists who have studied the Great Fire (History Link)	Oil pastel skyline pictures, block paintings, print making (Geography Link)	Study Carl Warner , pop art fruit printing, food collage, drawing and sketching (Science Link)	Look at the work of Van Gogh and Monet and recreate a picture, clay plot, flower sketching (Science Link)
DT	<p><u>Making lighthouses</u></p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p><u>Making Fire Engines</u></p> <ul style="list-style-type: none"> explore and use mechanisms [for example, wheels and axles], in their products. design purposeful, functional, appealing products for themselves and 		<p><u>Making healthy smoothies/ packed lunch</u></p> <ul style="list-style-type: none"> explore and evaluate a range of existing products Use the basic principles of a healthy and varied diet to prepare dishes 	<p><u>Making a habitat for a micro-organism</u></p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for 	



	<ul style="list-style-type: none"> evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable 		<ul style="list-style-type: none"> other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics evaluate their ideas and products against design criteria 			<ul style="list-style-type: none"> understand where food comes from. 	<ul style="list-style-type: none"> example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable
	Design, make and evaluate lighthouse (axles), bathing machine (wheels) and beach huts (lever) (History Link)		Design and make a fire engine with moving parts (History Link)			Design a health packed lunch, fruit salad (Science Link)	Plan and design own miniature model garden (Science Link)
Computing	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise 	<ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs. recognise common uses of information 	<ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have 	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information 	<ul style="list-style-type: none"> recognise common uses of information technology beyond school 	



		and unambiguous instructions	technology beyond school	concerns about content or contact on the internet or other online technologies	technology beyond school	
	Purple Mash – Unit 2.6 creating picture(5 tasks) Unit 2.5 effective research (3 tasks)	Unit 2.1 –coding (5 tasks)	unit 2.7 making music (3 tasks) unit 2.3- spreadsheets 5 tasks)	unit 2.2 online safety (4 tasks)	Unit 2 .8-presenting data (5 tasks)	Unit 2.4 questioning (5 tasks)
Music	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 					
	Charanga: Hands, Feet, heart	Charanga: Ho, Ho, Ho	Charanga: I Wanna Play in a Band.	Charanga: Zoo Time	Charanga: Pop, Soul, Film, Musicals	Charanga: Reflect, Rewind and Replay
PE	<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. 					
	Ball Skills	Dance	Gymnastics	Gymnastics	Net and Wall Games	Team Games
PHSE	Introduce Yasmin and Tom Feelings : Different emotions	Relationships: Different families and friends	Keeping safe: Medicine Keeping safe: Good and Bad Touch Keeping Safe: Secrets	Online Safety	Gender: Stereotypes and Toys	Relationships: Friendships and Feelings
RE	Unit 1:8 – How should we care for others and the world and why does it matter?	1.6 How and why do we celebrate special and sacred times – Christmas?	1.2 Who is a Muslim and what do they believe?	1.3 Who is Jewish and what do they believe?		1.4 What can we learn from sacred books?

LONG TERM PLANNING | CURRICULUM OVERVIEW

Year Group: 2

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