






Year 2

	Autumn Topic	Spring Topic	Summer Topic
<p>The 'Big Question'</p> 	<p>Is going to the seaside the best kind of holiday?</p>	<p>Did the Great Fire of London help or make things worse?</p>	<p>Was Captain Cook brave or did he take too many risks?</p>
<p>Rationale (Why this/Why now?)</p> 	<p>This topic allows children to compare a different geographical environment, moving away from capital cities and looking at more rural and coastal locations. Their knowledge on human and physical geographical features will be revisited but in a different context and they will undertake fieldwork at the seaside in Saltburn. Applying what they have learnt in the classroom to what they see on their visit.</p> <p>Children will now compare similarities and differences and extend to thinking about why these changes occurred. Touches briefly on the changes in transport (trains) that is covered in Year 5 and how this changed people's lives.</p>	<p>Children have previously learnt about London in Year 1 and will now compare modern day London to 1666 London. Provides children to observe what has changed and learn about the reasons why it has. This begins the process of understanding of how history can/has changed places. They will build on their chronological ordering skills.</p> <p>Children will move out from their specific local area and focus on the UK, the countries within it and their capital cities. Continents and Oceans are touched on in preparation for the next topic.</p>	<p>Children extend their geographical knowledge further and explore more of the world through the continents and oceans. They will also learn about the equator and how this affects the temperature of the Earth. This prepares them for climate zones in Year 3 and beyond. They will continue developing their map skills and using different sources of information to compare places and how they are similar or different.</p> <p>Captain Cook is a significant, local person and also the name of a house. Children will once again be given opportunities to compare their lives to lives in the past, sequence events chronologically and begin to understand how things have changed due to modernisation.</p>
<p>Career related learning</p> <p>Local area links</p> <p>Personal development</p> <p>Cultural Capital</p>	<p>Visit to Saltburn or other seaside town to gain experience of what the seaside is like</p>	<p>Visit to the fire station</p> <p>Snappy Spring Music Festival</p>	<p>Visit to the Captain Cook Birthplace Museum</p> <p>Visit to a forest environment to investigate minibeasts (science link)</p>





<p style="text-align: center;">Science</p> 	<p style="text-align: center;">Animals Including Humans</p>	<p style="text-align: center;">Materials</p>	<p style="text-align: center;">Plants</p>	<p style="text-align: center;">Living Things and Habitats</p>
	<p>Find out about the basic needs of animals and what they need to survive (water, food, air)</p> <p>Use a range of sources to find the answers to questions</p> <p>Recognise the young and offspring of different animals</p> <p>Sort and classify food into the food groups.</p> <p>Know and understand what makes a healthy diet</p> <p>The importance of exercise for humans</p> <p>Create a meal that is healthy and balanced</p> <p>Find out what happens when you eat without washing your hands</p>	<p>Name a range of materials and describe some of their properties</p> <p>Recognise materials and understand why it is chosen for particular things</p> <p>Use scientific vocabulary to describe the different properties of materials.</p> <p>Investigate the properties of different materials</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Use observations to answer simple questions</p> <p>Identify and compare the suitability of a variety of everyday materials</p> <p>learn about a scientist from the past who invented a product</p>	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Set up a simple practical enquiry</p> <p>Make observations and gather ideas</p> <p>Identify and name a variety of plants in their habitats</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Set up an investigation for observation over time</p>	<p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive</p> <p>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</p> <p>Find out which minibeasts and which is most common in a particular area</p> <p>Understand what a food chain is</p> <p>Create food chains</p>




<p style="text-align: center;">Geography</p> 	<p style="text-align: center;">The Seaside</p> <p>Identify the human and physical geographical features of the seaside</p> <p style="text-align: center;">Ask simple geographical questions</p> <p>Use fieldwork skills to find out about a place</p> <p style="text-align: center;">Draw a simple map and use a simple key</p>	<p style="text-align: center;">The UK</p> <p>Name the continents of the world, the four countries of the United Kingdom and their capital cities</p> <p style="text-align: center;">Locate Middlesbrough and London on a map</p> <p>Name the continents of the world, the four countries of the United Kingdom and their capital cities</p> <p>Identify famous features and characteristics of each UK country</p> <p style="text-align: center;">Name and locate the five oceans of the world</p> <p style="text-align: center;">Name the seas that surround the UK</p> <p>Map the Great Fire of London using co-ordinates and a key</p>	<p style="text-align: center;">The World</p> <p>Name the 7 continents and 5 major oceans of the world</p> <p style="text-align: center;">Name the seas that surround the UK</p> <p>Name the four countries of the United Kingdom and their capital cities</p> <p>Use maps and photographs to compare the UK and Australia</p> <p>Compare the physical and human geography of the UK and Australia</p>
<p style="text-align: center;">History</p> 	<p style="text-align: center;">Holidays in the Past</p> <p>Identify the features of a seaside holiday</p> <p>Use photographs to find clues as to what seaside holidays were like in the past</p> <p>Find out when and how seaside holidays became popular</p> <p>Find out what seaside holidays were like 100 years ago.</p> <p style="text-align: center;">Order historical sources chronologically</p>	<p style="text-align: center;">The Great Fire of London</p> <p>Compare 17th Century London to modern day London.</p> <p>Learn about what it was like to live in 17th Century London</p> <p>Compare life in 17th Century London to life in London today</p> <p style="text-align: center;">Describe the events of the Great Fire</p> <p style="text-align: center;">Place the events of the Great Fire on a timeline</p> <p>Understand why the fire destroyed so much of London</p> <p style="text-align: center;">Explore why the fire was hard to slow down</p> <p>Understand how historians know about the Great Fire of London</p> <p>Understand that some sources can be more useful than others</p> <p style="text-align: center;">Learn about Samuel Pepys and why his diary is so important.</p>	<p style="text-align: center;">Explorers</p> <p>Understand the term explorer and that we still have them today</p> <p>Learn about the achievements of Captain Cook and why he is considered significant</p> <p>Place the main events of Captain Cook's life on a timeline.</p> <p style="text-align: center;">Understand what life as a sailor was like and to compare Captain Cook's journey to modern day</p> <p>Understand why Captain Cook was considered a good captain</p> <p>Learn about the achievements of Neil Armstrong and why he is considered significant</p> <p>Compare the achievements of Captain Cook and Neil Armstrong and say which who is the most significant</p>



		<p>Understand how historians know about the Great Fire of London.</p> <p>Understand that some sources can be more useful than others</p> <p>Learn about what happened after the Great Fire of London explain how London changed after it.</p>	
<p>Art</p> 	<p>Tell a story</p> <p>Further demonstrate increased control with a greater range of media</p>	<p>Life in colour</p> <p>Mix a variety of shades of a secondary colour.</p> <p>Make choices about amounts of paint to use when mixing a particular colour</p> <p>Match colours seen around them.</p> <p>Create texture using different painting tools.</p>	<p>Clay houses</p> <p>Further demonstrate increased control with a greater range of media such as clay.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials</p>
<p>Design and Technology</p> 	<p>Freestanding Structures - Lighthouses</p> <p>Understand the concept of lighthouses and their purpose.</p> <p>Review the purpose of lighthouses and discuss the different elements that make up a lighthouse</p> <p>Introduce the concept of a simple design process</p> <p>Review the design of the model lighthouse and discuss the importance of having a sturdy base.</p> <p>Measure and cut cardboard to create the base of the model lighthouse. Glue and attach the pieces together.</p> <p>Review the design of the model lighthouse and be able to discuss the importance of the light in a lighthouse.</p> <p>Review the design of the model lighthouse and discuss the final touches that can be added to make it more realistic</p>	<p>Mechanisms – Sliders and Levers</p> <p>Understand that products have been designed and produced.</p> <p>Understand that there are a range of products with moving parts made for different users and for different purposes.</p> <p>Know and use technical vocabulary.</p> <p>Know that designs should always meet the needs of the user and purpose.</p> <p>Know that their products needs to be made in a particular order. Know the materials, tools and equipment suitable for the task.</p> <p>Know the skills and techniques they are going to use to make their product.</p> <p>Products need to be finished well to make them appealing.</p> <p>Evaluate whether the product meets the design criteria.</p>	<p>Textiles - Hand Puppet</p> <p>Understand that products have been designed and produced.</p> <p>Understand that there are a range of textile products made for different users and for different purposes.</p> <p>Understand that textile products can be made from different fabrics.</p> <p>Use a template to create two identical shapes.</p> <p>Join fabrics using different techniques.</p> <p>Know and use technical vocabulary relevant to the project.</p> <p>Know and use a range of finishing techniques</p> <p>Understand that designs should always meet the needs of the user and purpose.</p> <p>Understand that products should be functional and appealing.</p>



					<p>Products need to be made in a particular order.</p> <p>Know the fabrics, tools and equipment suitable for the task. Know the skills and techniques they are going to use to make their product</p> <p>Make products that need to be finished well.</p> <p>Evaluate whether the product meets the design criteria.</p>	
<p>Computing</p> 	<p>Information Technology - IT Around Us</p> <p>Identify examples of technology and its uses.</p> <p>Identify examples of IT and where it can be used.</p> <p>Talk about uses of information technology</p> <p>List different uses of information technology</p> <p>Talk about different rules for using technology.</p> <p>Understand how rules can help keep me safe</p>	<p>Computer Science – Programming</p> <p>Follow and give specific instructions.</p> <p>Plan an algorithm to program a sequence on a floor robot</p> <p>Use an algorithm to create a program</p> <p>Show the difference in outcomes between two sequences that consist of the same commands</p> <p>I can predict the outcome of a sequence</p> <p>Compare my prediction to the program outcome</p> <p>Explain what my algorithm should achieve</p>	<p>Information Technology - Creating Media (Digital Photography)</p> <p>Recognise digital devices that can be used to take photographs</p> <p>Explain the process of taking a good photograph</p> <p>Take photos in both landscape and portrait format</p> <p>Explain why a photo looks better in portrait or landscape format</p> <p>Identify what is wrong with a photograph</p> <p>Discuss how to take a good photograph</p> <p>Improve a photograph by retaking it</p> <p>Understand the effect that light has on a photo and experiment with different light sources</p>	<p>Information Technology - Creating Media (Making Music)</p> <p>To identify that computers can be used to play sounds of different instruments</p> <p>To use a computer to compose a rhythm and a melody on a given theme</p> <p>To compare playing music on instruments with making music on a computer</p> <p>To use a computer to play the same music in different ways (e.g. tempo)</p> <p>Add a sequence of notes to a rhythm</p> <p>Listen to music and describe feelings related to it</p>	<p>Information Technology - Data (Pictograms)</p> <p>Use a computer program to present information in different ways</p> <p>Enter data onto a computer</p> <p>Use a computer to view data in a different format</p> <p>Use tally charts and pictograms to show data</p> <p>Use pictograms to answer simple questions about objects</p> <p>Give simple examples of why information should not be shared</p>	<p>Computer Science Programming</p> <p>Identify and use commands to move a sprite</p> <p>Show that a project can include more than one sprite</p> <p>To understand that a series of instructions is a 'sequence'</p> <p>Work out the actions in an algorithm</p> <p>To create and debug a program</p> <p>To predict and test a sequence</p>

Year 2

			Recognise that images can be changed Identify which photos are real and which have been changed			
<p>PE</p>	<p>Team Building</p> <p>In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety.</p>	<p>Dance</p> <p>Pupils explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing.</p>	<p>Gymnastics</p> <p>In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases.</p> <p>Sending and Receiving</p> <p>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball.</p>	<p>Invasion Games</p> <p>In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands.</p>	<p>Striking and Fielding</p> <p>In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics.</p>	<p>Athletics</p> <p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p>
<p>PSHE</p>	<p>Families and Relationships</p> <p>Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them.</p>	<p>Citizenship</p> <p>Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how</p>	<p>Economic Wellbeing</p> <p>Learning about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments.</p>	<p>Health and Wellbeing</p> <p>Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset</p>	<p>Safety and the Changing Body</p> <p>Learning about developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming</p>	

LONG TERM PLANNING | CURRICULUM OVERVIEW

Breckon Hill Primary School – Making the Most of Everyday.

Year 2



	Looking at conventions of manners and developing an understanding of self-respect.	school council works; giving an opinion.		and understanding dental hygiene	body parts and looking at the concept of privacy.	
<p>RE</p>	<p>Why do we need to give thanks?</p> <p>Christianity Humaism Hindu Dharma</p>	<p>Why is light important to people?</p> <p>Hindu Dharma Christianity Judaism</p>	<p>How do we know some people feel a special connection to a god?</p> <p>Sikhi Islam Christianity Judaism Hindu Dharma</p>	<p>What is a prophet?</p> <p>Judaism Christianity Islam Sikhi</p>	<p>How do some people talk to God?</p> <p>Islam Judiasm Hindu Dharma</p>	<p>Where do some people talk to God?</p> <p>Islam Hindu Dharma Sikhi</p>
<p>Music</p>	<p>Pulse</p> <p>Exploring Pulse and Tempo 2: Find the Strong Beat</p>	<p>Rhythm</p> <p>Exploring Rhythm 2: Stick Notation</p>	<p>Pitch</p> <p>Exploring Pitch 2: Dot Notation</p>	<p>Composing</p> <p>Creating Music 2: Musical Conversations</p>	<p>Musicianship: Preparing for Ensemble Skills</p> <p>Singing and Playing Skills 2: Follow the Leader</p>	<p>Musicianship: Preparing for Reading Notation</p> <p>Playing Rhythm and Pitch: Glockenspiel</p>