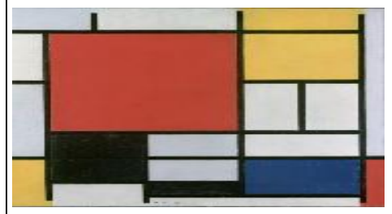
Hill View Academy Curriculum Long Term Plan

Year 2

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic information	**There's No Place Like Huddersfield** 	**London's burning** 	**Majestic monarchs** 	**Towers, turrets and tunnels** 	**Hot & Cold** 	**Holidays in the UK or Australia** 
	~ History and Geography Golden Thread ~					
	Locational knowledge **Mapping** **Physical and human geography**				**Locational knowledge** **Mapping** **Physical and human geography**	**Locational knowledge** **Mapping** **Physical and human geography**
		Key historical event **Conflict and disaster**	**Key historical person** **Power and monarchy** **Role of women**	**Invasion and defence**		
	What makes Huddersfield a good place to live?	Why did the fire on Pudding Lane become the Great Fire of London?	Who was the most successful monarch – Queen Elizabeth or Queen Victoria?	Why did monarchs build castles? Where is the perfect place to build a castle?	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?
ROAP Outcome	Maps gallery	Simulation of London burning using models made in DT	Fact file	Non-chronological report	Weather reports from around the world	Holiday brochure page

Understanding the world	**Geography**	Recognise the shape of the British Isles on a map of the world Locate and name hometown and nearest city is Leeds Apply basic geographical vocabulary to refer to key human and physical features, including city, town, village, factory, farm etc 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 Have a 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)	Compare 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 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 Describe geographical similarities and differences of a small area of the UK with a small area in a contrasting non-European country
	History		**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?	**Marvellous 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?	**Towers & Turrets** *The sub lenses for this unit are empire and monarchy* *This unit will cover significant buildings throughout history building on from the year 1 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?**

Expressive arts and design	**Art**	**Artist – Cezanne** **French - P. impressionism** Line Focus/ Drawing  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
	Music	Hands, Feet, Heart (Charanga) incorporating percussion instruments	Christmas Performance	Glockenspiel Unit Charanga	I wanna Play in a Band (Charanga) incorporating percussion instruments	Glockenspiel Unit Charanga	Composition Rehearsals for Summer Performance

STEM

Science

Animals Including humans – growth and survival 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	**Animals Including humans – life cycles** Notice that animals, including humans, have offspring which grow into adults.	**Materials/ Rocks and Forces** 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	**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 Identify and name different sources of food	**Habitats around the world (link to Hot and Cold)** 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.	**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. Understand the requirements of plants for germination, growth and survival as well as the process of reproduction and growth in plants

Working Scientifically (refer to subject specific intent document and developing experts for disciplinary knowledge and skill progression)

Computing

Digital Literacy Create own content using Word processing software Insert text boxes Insert Word Art Cut, copy and paste from different sources Add labels to graphs Edit charts to change variables Explore presentation options Create presentations using Powerpoint and Google Slides Add new slides in Powerpoint/Google Slides. including selecting a theme and layout	**Computer Science** -Understands that algorithms are implemented on digital devices as programs; that they give programs and computers instructions -Understand that programs run by a set of given instructions -Create a simple program -Input and write sequences -Combine detect and debug -Predict outcomes -Explore on screen robots/characters and navigate around a course or grid	**Information Technology** -Understand why passwords are important and how they protect your information - Understand and recognise different ways to communicate online e.g. email, video chat, online chat -Discuss the risks and benefits of different methods of communicating online e.g. communicating across the world, quick and easy, not as persona -Conduct research on a specified website given key words -Navigate a webpage

Online Safety

Understand how and why we protect personal information
Identify where to seek online support if you are worried
Understand what happens when you share something online
Understand how my online behaviour may impact someone else

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

Physical and Personal Development	PE	**Indoor – Health related exercise**	**Indoor – Gymnastics** Devise, repeat and perform short sequences with clear beginning, middle and end. Use different combinations of equipment showing control, accuracy and fluency Travel by rolling forward, backwards, sideways Demonstrate shapes, e.g. straight, curved Jump in a variety of ways (star, tuck and pencil), landing with control and balance	**Indoor – Ball skills (feet)** Move into space to send and receive a ball Perform a wider range of rolling, throwing, striking, kicking, catching and gathering skills, with control and accuracy to pass and shoot	**Indoor – Dance** Describe how their body feels after dance activities and how they feel during dance Know where their heart is and understand why it beats faster when exercising Create a sequence with spatial awareness and greater control Describe sequences and say what they liked and why Use previous learning of responding to stimuli with movement with increased control and expression Use copying and mirroring when learning and completing dance sequences Use previous learning to compose movement sequences linked together to construct simple dances with 3 parts (Beginning, middle and end).	**Indoor – Gymnastics** Devise, repeat and perform short sequences with clear beginning, middle and end. Use different combinations of equipment showing control, accuracy and fluency Perform a range of actions (jumps, travelling and balances) with control and coordination. Create and repeat movement sequences (minimum of 3 actions, maximum of 5) accurately moving smoothly from stillness to travelling and linking combinations of action with control	**Indoor – Dance** Describe how their body feels after dance activities and how they feel during dance Know where their heart is and understand why it beats faster when exercising Create a sequence with spatial awareness and greater control Describe sequences and say what they liked and why Use previous learning to compose movement sequences linked together to construct simple dances with 3 parts (Beginning, middle and end), communicating/expressing mood based on the stimuli Show control and co-ordination of their body between two movements Experiment with actions, directions and levels
		Outdoor – Ball skills (hands) Move into space to send and receive a ball Perform a wider range of rolling, throwing, striking, kicking, catching and gathering skills, with control and accuracy to pass and shoot Use effective body position to throw and catch	**Outdoor – Fundamental Movement Skills** Be able to find a space Show good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run Stop and start movement safely Recognise there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment.	**Outdoor – Fundamental movement skills** Pace their effort well in different types of event so that they can keep going steadily. Run consistently and smoothly at different speeds Using previous learning, demonstrate different combinations of jumps, showing control, coordination and consistency Throw a range of implements for distance with greater control	**Outdoor – Ball skills (hands + feet)** Apply skills learnt to a range of simple games Throw a range of implements into a target area with consistency and accuracy. Recognise there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment.	**Outdoor – Ball skills (attack vs defence)** Know how to score and keep the rules of the games. Make simple decisions about when and where to run Choose and use simple tactics to help their partners and make it difficult for their opponents.	**Outdoor – Athletics** Recognise there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment. Apply skills learnt to a range of simple games
	PSHE / SCARF	**Me and My Relationships** Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	**Valuing Difference** Being kind and helping others Celebrating difference People who help us Listening Skills	**Keeping Myself Safe** Safe and unsafe secrets Appropriate touch Medicine safety	**Rights and Responsibilities** Cooperation Self-regulation Online safety Looking after money – saving and spending	**Being My Best** Growth Mindset Looking after my body Hygiene and health Exercise and sleep	**Growing and Changing** Life cycles Dealing with loss Being supportive Growing and changing Privacy