

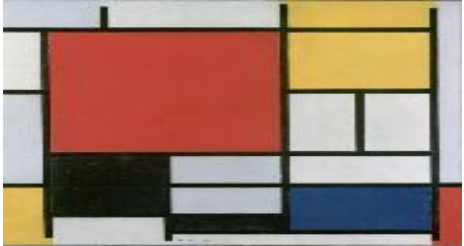
Hill View Academy Curriculum Long Term Plan

Year 2



	Autumn Term		Spring Term		Summer Term	
Maths	Place Value Addition and Subtraction Shape		Money Multiplication and Division Length and Height Mass, Capacity and Temperature		Fraction Time Statistics Position and Direction	
Topic information	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	What is it like to live in Huddersfield? 	How is the Great Fire of London remembered today? 	Why is it hotter near the equator and colder near the poles? 	How have castles changed over time? 	Who was the most successful monarch? 	What is the same and what is different between UK & 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		Invasion and defence	Key historical person Power and monarchy Role of women	
	What is it like to live in Huddersfield? What makes Huddersfield a good place to live?	How is the Great Fire of London remembered today? Why did the fire on Pudding Lane become the Great Fire of London?	Would it be hotter or colder at the top of the Earth? What is it like in cold/hot climates?	How have castles changed over time? Why did monarchs build castles? Where is the perfect place to build a castle?	Who was the most successful monarch – Queen Elizabeth I, Queen Victoria or Queen Elizabeth II?	What is the same and what is different about London and Canberra? Where would you prefer to live and why?
ROAP Outcome	Maps gallery for parents	Simulation of London burning	Weather reports from around the world	Non-chronological report	Class debate	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 Ask simple closed questions (i.e., Where is it? What is it like?)
	History	<u>The Great Fire of London</u> <i>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.</i> 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>Castles</u> <i>The sub lenses for this unit are empire and monarchy</i> <i>This unit will cover significant buildings throughout history. 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.</i> 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?	<u>Marvellous Monarchs</u> <i>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.</i> <i>It will focus on their lives and which palaces and castles were significant to them. This builds from the importance of castles.</i> Who were the kings and queens of the past? Who was Queen Victoria and where did she live? Who was the first Queen Elizabeth? How do we remember Queen Elizabeth II? Who is our current monarch?	
	RE	C1.5 Why are festivals important in a community? (Pathway 5)	C1.6 Which books and stories are important? (Pathway 6)		C1.2 How are symbols used to welcome new life? (Pathway 2)

Expressive arts and design	Art	Artist – Cezanne French - P. impressionism Line Focus/ Drawing 	Artist – Vincent Van Gogh Dutch - P. Impressionist Painting 	Artist – F. Hundertwasser Austrian - Modern Art Printing 	Artist – Piet Mondrian Dutch - Cubism/Modern Art Collage 	Artist – Barbara Hepworth British – Modern art Sculpture /Clay 	
	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 – life cycles Notice that animals, including humans, have offspring which grow into adults.	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	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.	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. 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	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	What is a computer? Online safety	Algorithms and debugging Online safety	Word processing Online safety	Scratch junior Online safety	Pictograms Online safety	Stop motion Online safety
	DT	Cook Pizza Gingerbread		Sew Pencil Cases		Build Moving Pictures	

Physical and Personal	PE	agility balance coordination 'Master basic movements.. Including agility, balance, coordination' look run avoid 'Team games developing simple tactics for attacking and defending'	throw prepare catch 'Master basic movements.. Including throwing and catching' hands feet equipment 'Object control – developing coordination and control'	jump shape create 'Develop flexibility, technique, control and balance ' fair share dare 'Embed values such as fairness and respect'	duel win lose 'Team games developing simple tactics for attacking and defending' inspire create perform 'Perform dance using a range of movement patterns'	run jump throw 'Use running, jumping and throwing in isolation and combination' react roll retrieve 'Master basic movements.. Including striking and coordination'	target control combine 'Master basic movements.. Including throwing and coordination' send receive return 'Master basic movements such as sending and receiving'
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	PSHE / SCARF	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
		Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation Walk to Castle Hill – linking to map work in Geography. Links to history – Castles	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending Visit to Skipton Castle	Growth Mindset Looking after my body Hygiene and health Exercise and sleep Visit to Cliffe House – pond dipping and woodland search	Life cycles Dealing with loss Being supportive Growing and changing Privacy Visit to YSP – linked with Barbara Hepworth