

# Year 2 Long Term Plan 2020-21

<b>Topic Title</b> History/Geography/Science	<b>London</b> <i>Your mission is to explore the history of London and its response to disaster.</i>  History focus <i>Parents to be invited to an art gallery where they will have the option to purchase their child's original framed piece.</i>		<b>AMAZING AFRICA</b> <i>Your mission is to discover what hides inside the amazing continent of Africa and how this is different to the continent which we live in.</i>  Geography focus <i>Parents to be invited to a music performance following the Chango session.</i>		<b>GLORIOUS GARDENS</b> <i>Your mission is to create a class garden within our school grounds, showing the importance and value of plants for all living things on our planet.</i>  Science focus <i>Parents to be invited to a garden picnic to celebrate and share their new garden.</i>	
<b>Potential Visits</b>	<b>Trip to the local Fire Station</b>  <b>Parent workshop – to build Tudor houses and re-enact the Great Fire of London.</b>		<b>Chango music – visitor in school</b> <b>Leeds Festival during science week</b> <b>Yorkshire Sculpture park – linked to art. £30 entry fee for up to 70 people</b>		<b>Harlow Carr or Skelton Grange</b>  <b>RSPB Fairburn Ings</b>	
<b>RE</b> Teaching of all areas should be focused on Christianity and Islam.	How is new life welcomed?	How can we make good choice? Gifts given to Jesus.	How and why do people pray?	What does the Easter story tell us about Jesus? The story of Easter	How can we look after the planet?	What did Jesus teach and how did he live?
<b>Science</b>	<b>Materials</b>		<b>Animals including humans</b>		<b>Plants</b>	
			<b>Animals – Habitats</b>			
<b>Reading spine</b>	<b>The tunnel</b>		<b>The owl who was afraid of the dark</b>		<b>George's Marvellous Medicine</b>	
<b>PE</b>	Multi skills	Start to move - locomotion	Start to move – object control	Dance - Topic	Bat and ball (cricket)	Sports day practice
	Throwing and catching			Start to move - stability	Football	Racket and ball skills (tennis planning)
<b>Geography</b>	<b>London</b>		<b>Amazing Africa</b>		<b>Glorious Gardens</b>	
	Children to explore what makes London such an important city and why so many		Children to explore three countries in the African continent, helping them to develop an understanding that the continent is a		Creating a map of our garden using directional language to help other people explore its many features.	

	<p>people are attracted to it as a place to live and visit.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>I can identify key human and physical aspects of London and talk about their importance, including Buckingham Palace, The Shard, St Paul's Cathedral, the Palace of Westminster and the River Thames.</li> <li>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Why do so many people want to live in and visit London?</li> <li>What are the most important buildings in London?</li> <li>Why is the River Thames so important to London?</li> </ul> <p><b>Link to Parliament week (1-7 November)</b> – Houses of Parliament – what happens there? What makes it so important?</p>	<p>diverse place. They will compare life in these countries with their own experience of living in the UK, identifying similarities and differences.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>I can name and locate the 7 continents and 5 oceans.</li> <li>I can identify human and physical (people and places, and land) similarities and differences between a small area of the United Kingdom (local) and a small area in an African country.</li> <li>I can locate at least three African countries and explore their physical features, e.g. rivers, mountains, deserts.</li> <li>I can use directional language to describe the location of features on a map (North, South, East, West, left and right)</li> <li>I can use world maps, atlases and globes to identify the 7 continents and 5 oceans, and the countries studied in Year 2.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>How do the countries of Africa differ from one another?</li> <li>What sorts of physical characteristics do we see in Africa? (e.g. Sahara desert, River Nile, Atlas Mount Kilimanjaro.)</li> <li>What is the same and what is different about where we live and the countries we are looking at in Africa?</li> </ul>	<ul style="list-style-type: none"> <li>I can use directional language to describe the location of features on a map (North, South, East, West, left and right)</li> </ul>
	<ul style="list-style-type: none"> <li>I can write my full address.</li> </ul>		
<b>History</b>	<p><b><u>Great Fire of London</u></b></p> <ul style="list-style-type: none"> <li>I can discuss the life of people of national and local significance.</li> <li>Identify and discuss similarities and differences between the past and the present using pictures, artefacts and written sources.</li> <li>Identify changes over time with reference to the time periods studied and present day.</li> <li>Sequence the events and significant people studied into a simple timeline.</li> <li>Suggest more than one reason why an event happened, why people did things and say what happened as a result.</li> </ul>	<p><b><u>Nelson Mandela and his role in South African liberation</u></b></p> <ul style="list-style-type: none"> <li>I can discuss the life of people of national and local significance.</li> <li>Sequence the events and significant people studied into a simple timeline.</li> <li>Ask and begin to answer questions about the past to help them make sense of historical events, significant people etc.</li> <li>Collect historical information from a range of different sources.</li> </ul>	<p><b><u>Travel through the ages</u></b></p> <ul style="list-style-type: none"> <li>Identify and discuss similarities and differences between the past and the present using pictures, artefacts and written sources.</li> <li>Identify changes over time with reference to the time periods studied and present day.</li> <li>Sequence the events and significant people studied into a simple timeline.</li> <li>Suggest more than one reason why an event happened, why people did things and say what happened as a result.</li> <li>Explain their own interpretations of historical events using some evidence to support this.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain their own interpretations of historical events using some evidence to support this.</li> <li>• Ask and begin to answer questions about the past to help them make sense of historical events, significant people etc.</li> <li>• Collect historical information from a range of different sources.</li> </ul> <p>Exploring the events of the <b>Great Fire of London</b>; How did the Great Fire of London start? Why did it spread so quickly? How did people try to fight the fire? How did the fire end? What changed after the fire? Compare firefighting then and now.</p> <p><u><b>Key Questions:</b></u></p> <ul style="list-style-type: none"> <li>• What was London like at the time of the fire?</li> <li>• What similarities and differences are there between life in 1666 and today?</li> <li>• How did the Great Fire of London start?</li> <li>• Why did the fire spread so quickly?</li> <li>• How did people attempt to stop the fire?</li> <li>• How did the fire change the city of London?</li> </ul> <p>Exploring the <b>Gunpowder Plot</b> – who was <b>Guy Fawkes</b>? What made him want to kill King James I?</p> <p><u><b>Key Questions:</b></u></p> <ul style="list-style-type: none"> <li>• Why did Guy Fawkes want to blow up the Houses of Parliament?</li> <li>• How was the plan stopped?</li> </ul> <p><b>Black History Month:</b> exploring the life of Pablo Fanque.</p> <p><u><b>Key Questions:</b></u></p> <ul style="list-style-type: none"> <li>• What was life like for Black people in 1800s Britain?</li> <li>• How did Pablo Fanque become famous?</li> <li>• What was so special about Pablo Fanque's success?</li> <li>• How have things changed for Black people since Pablo Fanque's death?</li> </ul>	<p>Exploring the life and achievements of <b>Nelson Mandela</b> – who was he? Why did he get involved with the ANC? What motivated him to become President?</p> <p><u><b>Key Questions</b></u></p> <ul style="list-style-type: none"> <li>• What was South Africa like when Nelson Mandela was a child?</li> <li>• How did this influence Nelson Mandela's actions as a young man?</li> <li>• Why is Nelson Mandela considered such an important person in South Africa and across the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and begin to answer questions about the past to help them make sense of historical events, significant people etc.</li> <li>• Collect historical information from a range of different sources.</li> </ul> <p>Travel Then and Now – Focus on the opening of <b>Garforth Railway Station</b> in 1834. What was the purpose of the railway? How has the purpose changed? How did people travel around at the time? How has this changed in that time?</p> <p><u><b>Key Questions</b></u></p> <ul style="list-style-type: none"> <li>• How did people travel in the early 1800s and how does this compare to today?</li> <li>• Why was the railway station built in 1834?</li> <li>• How has the purpose of the railway station changed?</li> </ul>
	<ul style="list-style-type: none"> <li>• I can use a range of common words and phrases relating to the passing of time.</li> </ul>		
Art	<p><b>Artists/Designers Studied:</b> We will explore architectural sketches and designs created by Christopher Wren, Lázló Páno and Norman Foster and Ken Shuttleworth.</p>	<p><b>Artist study:</b> Henry Morre or Barbara Hepworth – sculptures</p>	<p><b>Artist study:</b> Andy Goldsworthy (sculpture) or Van Gogh (different techniques), Quentin Blake illustrations, Georgia O'Keefe,</p>

	<b>Drawing:</b> <ul style="list-style-type: none"> <li>I can use dots and lines to demonstrate tone, pattern and texture.</li> <li>I can understand the meaning of space in art.</li> </ul>	<b>Painting:</b> <ul style="list-style-type: none"> <li>I can experiment with tools and techniques in painting (e.g. brushes, washes, layering and mixing).</li> <li>I can create textured paint by adding material (e.g. sand or plaster).</li> </ul>	<b>Sculpture:</b> <ul style="list-style-type: none"> <li>I can use a variety of techniques, e.g. rolling, cutting, pinching.</li> <li>I can use a variety of shapes, including lines and texture.</li> </ul>
	<ul style="list-style-type: none"> <li>I can explore ideas and collect information and use this to explain my thoughts and plans.</li> <li>I have a clear idea about what I want my art work to be about.</li> <li>I can use different materials and art techniques to make my artwork.</li> <li>I can choose, from a selection of materials, the ones I want to use.</li> <li>I can point out parts of my work which could be improved and suggest ways of improving it.</li> <li>I can identify the work of a range of artists and explain what makes their work unique.</li> </ul>		
DT	<p><b><u>Moving Christmas Card</u></b></p> <p>Children to design and create a Christmas card which makes use of a slider to allow Santa to move.</p> <ul style="list-style-type: none"> <li>I can explore and use mechanism in my products (e.g. levers, sliders, wheels and axles.)</li> <li>I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</li> </ul>	<p><b><u>African Food</u></b></p> <p>Children will explore a variety of African foods and using recipes will create their own versions to try.</p> <ul style="list-style-type: none"> <li>I can design a product that is appealing to others.</li> <li>I can prepare dishes that are healthy and contribute to a varied diet.</li> </ul>	<p><b><u>Bug Hotel</u></b></p> <p>Children to design and make a Bug Hotel to provide a habitat for insects in our school grounds.</p> <ul style="list-style-type: none"> <li>I can communicate my ideas clearly, making reference to why and how my design will be used (purpose and function.)</li> <li>I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</li> <li>I can select from and use a range of materials and components according to their characteristics.</li> <li>I can say what my likes and dislikes are about existing products.</li> <li>I can suggest how my products could be improved.</li> </ul>
	<ul style="list-style-type: none"> <li>I can communicate my ideas clearly, making reference to why and how my design will be used (purpose and function.)</li> <li>I can select from and use a range of materials and components according to their characteristics.</li> <li>I can say what my likes and dislikes are about existing products.</li> <li>I can suggest how my products could be improved.</li> </ul>		

Music	I can understand how to sing to my best ability and perform to others. (Christmas production)		I can use non-tuned instruments to create and perform musical pieces. (African drumming)		I can follow musical pieces using a tuned instrument, such as a glockenspiel.	
	<ul style="list-style-type: none"><li>• I can keep a <b>rhythm</b> (long and short sounds over a steady beat)</li><li>• I understand that <b>pitch</b> is high and low sounds within a piece of music.</li><li>• I can listen to and talk confidently about music.</li></ul>					
Computing	<ul style="list-style-type: none"><li>• I can open and save my own documents, understanding the importance of naming files and folders appropriately.</li><li>• I can print my own work.</li><li>•</li></ul>		<ul style="list-style-type: none"><li>• I can copy and paste text and images to create a simple presentation</li><li>• I can change the font style, size and colour.</li></ul>		<ul style="list-style-type: none"><li>• I can write a repeating algorithm and program this into a robot, eg a beebot</li><li>• I can write a simple algorithm to move a sprite in Scratch</li><li>• I can predict the outcome of an algorithm and begin to use this to debug simple programs</li><li>• I can identify kind and unkind behaviour online.</li><li>• I can identify websites which are suitable for children.</li><li>• With teacher guidance, I can safely search online, with a focus on images.</li></ul>	
PSHCE	<b><u>FAMILY LIFE</u></b> The characteristics of healthy family life: commitment to each other including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other’s lives.	<b><u>FRIENDSHIPS &amp; RELATIONSHIPS</u></b> That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  Practical steps they can take in a range of different contexts to improve or support respectful relationships.	<b><u>HEALTHY LIFESTYLES</u></b> The risks associated with an inactive lifestyle (including obesity).  The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity, tooth decay) and other behaviours (e.g. the impact of	<b><u>KEEPING YOURSELF SAFE</u></b> That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contacts.	<b><u>ONLINE SAFETY</u></b> How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	<b><u>ONLINE IDENTITY AND RELATIONSHIPS</u></b> That the same principle apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

		The conventions of courtesy and manner.	alcohol on diet or health)			
	<ul style="list-style-type: none"><li>• Talk about British Values</li><li>• Cooperate with others</li></ul>					