


















# Berry Brow Curriculum Long Term Plan







## Year 2





















	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2	
<b>Topic information</b>	<p><b>What makes Huddersfield unique?</b></p> 	<p><b>Why was the fire in London so great?</b></p> 	<p><b>How did Florence Nightingale and Mary Seacole change the world of nursing?</b></p> 	<p><b>Why is it hotter in the middle of the Earth?</b></p> 	<p><b>Where would you prefer to live? London or Canberra?</b></p> 	<p><b>Who was the most successful monarch?</b></p> 	
	~ History and Geography Golden Thread ~						
	<p><b>Locational knowledge</b> <b>Mapping</b> <b>Physical and human geography</b></p>				<p><b>Locational knowledge</b> <b>Mapping</b> <b>Physical and human geography</b></p>	<p><b>Locational knowledge</b> <b>Mapping</b> <b>Physical and human geography</b></p>	
		<p><b>Key historical event</b> <b>Conflict and disaster</b></p>	<p><b>Society and community</b> <b>Role of women</b></p>				<p><b>Key historical person</b> <b>Power and monarchy</b> <b>Role of women</b></p>
	<p>What makes Huddersfield a good place to live?</p>	<p>Why did the fire on Pudding Lane become the Great Fire of London?</p>	<p>How did the work of Florence and Mary change the world?</p>	<p>Would it be hotter or colder at the top of the Earth? What is it like in cold/hot climates?</p>	<p>How is the London different to Canberra? Where would you prefer to live and why?</p>	<p>Who was the most successful monarch – Queen Elizabeth or Queen Victoria?</p>	
<b>ROAP Outcome</b>							

<b>Understanding the world</b>	<b>Geography</b>	<p>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</p> <p>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</p>			<p>-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)</p>	<p>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?)</p>	
	<b>History</b>	<p><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 Farrier, Samuel Pepys, King Charles II and Christopher Wren. This builds on from work around sources and lines of enquiry.</i></p> <p>What was London like in 1666?          What happened on 2<sup>nd</sup> September 1666?          How did the fire spread and how do we know?          How was London rebuilt?          How did the fire impact the future?</p>	<p><i>The sub lenses for this unit are industry and empire. It will cover the changes in hospitals and healthcare and significant healthcare workers. This builds on from EYFS Understanding the World focusing on people and their roles within society.</i></p> <p>How can we find out about the past?          Who was Florence Nightingale and why was she important?          Who was Edith Cavell and why was she important?          Why did Edith and Florence act the way they did?          How has the past been represented?          How did Florece and Edith change our hospitals?</p>			<p><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. 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.</i></p> <p>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?</p>	
	<b>RE</b>	<b>C1.5 Why are festivals important in a community? (Pathway 5)</b>	<b>C1.6 Which books and stories are important? (Pathway 6)</b>	<b>C1.2 How are symbols used to welcome new life? (Pathway 2)</b>	<b>F1.13 What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)</b>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Art</b></p>	<p><b>Artist – Cezanne</b>  <b>French - P. Impressionism</b>                  Line Focus/ Drawing</p>  <p>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.</p> <p>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.</p> <p>To draw a piece of fruit in front of another.</p> <p>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.</p> <p>To make an observational, still life drawing in pencil or colour.</p>	<p><b>Artist – Vincent Van Gogh</b>  <b>Dutch - P. Impressionist</b>                  Painting</p>  <p>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</p> <p>Create and explain the 6-part colour wheel</p> <p>Understand contrasting /complementary colours</p>	<p><b>Artist – F. Hundertwasser</b>  <b>Austrian - Modern Art</b>                  Printing</p>  <p>Continue to explore printing with a range of hard and soft materials including sponge, corks or string on card</p> <p>Identify forms of printing: books, posters, pictures and fabrics</p> <p>Continue to explore using digital resources including the internet and 2simple</p> <p>Understand how to change lines, brush size, colour, erase and crop on 2paint</p>	<p><b>Artist – Piet Mondrian</b>  <b>Dutch - Cubism/Modern Art</b>                  Collage</p>  <p>Begin to name a range of different fabrics including felt</p> <p>Have experience of colouring in textiles using fabric crayons- t-shirt project</p> <p>Apply some decoration using buttons, feathers or beads</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent texture</p>	<p><b>Artist – Barbara Hepworth</b>  <b>British – Modern art</b>                  Sculpture /Clay</p>  <p>Complete one clay project</p> <p>Join two pieces of clay together successfully</p> <p>Shape, form and model from observation and imagination</p> <p>Demonstrate making patterns and textures when appropriate</p> <p>Use tools and equipment safely and in the correct way</p>	 <p>Inspired by the National Gallery's Take One Picture programme</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Music</b> (Kapow)</p>	<p><b>West African call and response songs</b>  <b>(Theme: Animals)</b></p> 	<p><b>Orchestral instruments</b>  <b>(Theme: Traditional stories)</b></p> 	<p><b>Musical Me</b></p> 	<p><b>Dynamic timbre, temp and motifs</b>  <b>(Theme: Space)</b></p> 	<p><b>On this island: British songs and sounds</b></p> 

STEM	Science	<b>Animals Including humans – growth and survival</b>  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	<b>Animals Including humans – life cycles</b>  Notice that animals, including humans, have offspring which grow into adults.	<b>Materials/ Rocks and Forces</b>  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	<b>Habitats around the world (link to Hot and Cold)</b>  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.	<b>Living things and their habitats</b>  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	<b>Plants</b>  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	<b>What is a computer?</b> Online safety	<b>Algorithms and debugging</b> Online safety	<b>Word processing</b> Online safety	<b>Scratch junior</b> Online safety	<b>Pictograms</b> Online safety	<b>Stop motion</b> Online safety
DT							

Physical and Personal Development	PE	<b>agility balance coordination</b>  <b>'Master basic movements.. Including agility, balance, coordination'</b>	<b>throw prepare catch</b>  <b>'Master basic movements.. Including throwing and catching'</b>	<b>jump shape create</b>  <b>'Develop flexibility, technique, control and balance'</b>	<b>duel win lose</b>  <b>'Team games developing simple tactics for attacking and defending'</b>	<b>run jump throw</b>  <b>'Use running, jumping and throwing in isolation and combination'</b>	<b>target control combine</b>  <b>'Master basic movements.. Including throwing and coordination'</b>	
	PE	<b>look run avoid</b>  <b>'Team games developing simple tactics for attacking and defending'</b>	<b>hands feet equipment</b>  <b>'Object control – developing coordination and control'</b>	<b>fair share dare</b>  <b>'Embed values such as fairness and respect'</b>	<b>inspire create perform</b>  <b>'Perform dance using a range of movement patterns'</b>	<b>react roll retrieve</b>  <b>'Master basic movements.. Including striking and coordination'</b>	<b>send receive return</b>  <b>'Master basic movements such as sending and receiving'</b>	
	PSHE / JIGSAW	 <b>Being me in my world</b> 'Who am I and how do I fit in?'	 <b>Celebrating difference</b> Respect for similarity and difference. Anti-bullying and being unique.	 <b>Dreams and goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this.	 <b>Healthy me</b> Being and keeping safe and healthy.	 <b>Relationships</b> Building positive, healthy relationships.	 <b>Changing me</b> Coping positively with change.	