

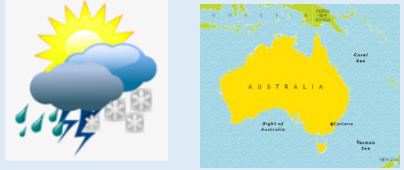





Berry Brow Curriculum Long Term Plan

Year 1/2 Cycle 2



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic information	Our town, our home 	The Great Fire of London 	Go down under! 	Heroes and Helpers/Women who changed the world...of nursing 	Go Global! Hot and cold! 	Marvelous Monarchs 
Enquiry Question	What is it like to live in Berry Brow Huddersfield? What makes Berry Brow – Huddersfield unique?	What can we find out about the Great Fire of London?	Where would you prefer to live and why?	How did these two famous people change the world of nursing?	Would it be hotter or colder at the top of the Earth? What is it like in hot/cold climates?	What are the roles of current and late Monarchs
ROAP	Children to create a digital journey stick linked to things from the walk Verbal ROAP gallery walk talking through all work completed	Simulation of London burning using models made in DT	Identifying what is the same and what is the different in UK and Australia	To be confirmed	1 minute report – children to verbalise the answer to the question: Why is it hotter near the equator and colder near the poles? (QR code to stick into book linked with videos saved)	Fact file
~ History and Geography Golden Thread ~						
	<ul style="list-style-type: none"> Locational knowledge Mapping Physical and Human geography Fieldwork 				<ul style="list-style-type: none"> Locational knowledge Mapping Physical and Human geography 	
		<ul style="list-style-type: none"> Conflict and Disaster Society and community Power Key historical event 	<ul style="list-style-type: none"> Locational Knowledge Place knowledge Physical Geography Human Geography 	<ul style="list-style-type: none"> Society and community Role of women 		<ul style="list-style-type: none"> Power
Trips/experiences	Walk around Local area Make use of Junior School woodland area	Christmas Performances Leeds Museums do a Great Fire of London workshop?		Art Gallery trip? Sculpture Park Emergency Services Museum in Sheffield Thackray Museum of Medicine in Leeds		School trip to Cliffe House

Writing book/focus	Little Red Riding Hood	Great fire of London Diary writing	Three little pigs	Bob the man on the moon	Traction man	
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Understanding the world

Geography

- Locate and name hometown and nearest cities
- Recognise the shape of the British Isles on a map of the world
- Compare and contrast the local area with a contrasting locality
- Apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm 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
- 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

- 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

- 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)

	History		<ul style="list-style-type: none"> 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? 		<ul style="list-style-type: none"> The sub lenses for this unit are industry and empire. It will cover the changes in hospitals and healthcare and significant healthcare workers. 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 Florence and Edith change our hospitals? 		<ul style="list-style-type: none"> The sub lenses for this unit are empire and monarchy. This unit will introduce the current king and late queen of England. It will focus on their lives and which palaces and castles were significant to them. Why did monarchs build castles? Who were the kings and queens of the past? Who was Queen Elizabeth II and where did she live? Who was the first Queen Elizabeth I? How do we remember Queen Elizabeth II? Who is our current monarch? Where did Kings and Queens live through time?
		<p>C1.5 Why are festivals important?</p> <p>C1.6 which books and stories are important</p>	<p>C1.1 What does it mean to belong to a community of belief</p> <p>F1.15 What did Jesus teach and how did he live?</p>	<p>F1.13 What do religion worldviews say about our wonderful world.</p> <p>F1.11 How do stories help Hindus live their lives?</p>	<p>F1.12 How and why do we care for others? (Pathway 3)</p> <p>C1.4 How and why do people pray?</p>		
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Art

Autumn 1 / Autumn 2

Line Drawing / Collaging / Painting

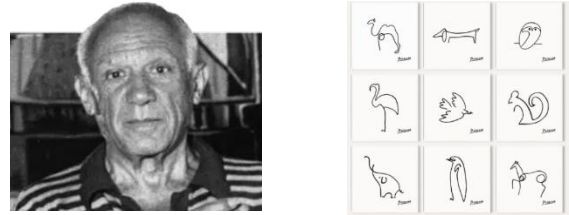
David Shillinglaw

British Artist – influenced by Picasso (based on plants, natural forms, places visited and people met)



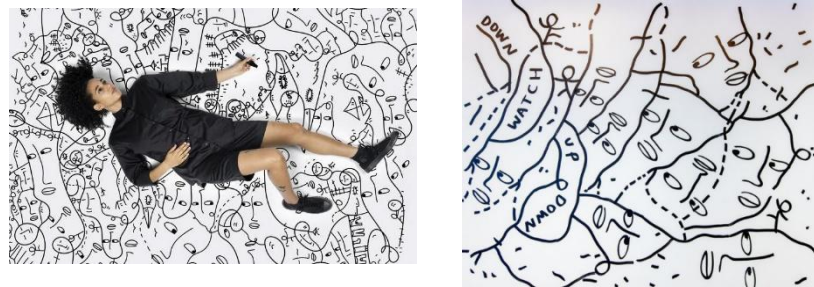
Picasso

Spanish artist and prolific maker seen as one of the greats of 20th century art
Focus on line drawing of animals



Shantell Martin

British artist, now lives in New York – creates continuous line drawings on a large scale



Spring 1

Printing

Marc Chagall

Russian and French Artist
(artwork – dream like people, figures, animals, nature)



Abstract art – making marks can give off certain emotions

Sean Scully



Bridget Riley



Spring 2

Barbra Hepworth
British Sculptor



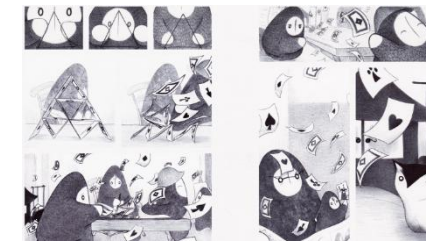
Yinka Shonibare
British Artist and Sculptor



Summer 1

Life Drawing

Mollie Ray
Lancaster-based comic artist and illustrator



Summer 2



Inspired by the National Gallery's Take One Picture programme

Design

Jeremy Ville

Australian born and New York based artist
Artwork tells a story/message/meaning
(cartoon based and designs on to objects trainers, bags, sculptures skateboards)



Music
(Kapow)

Kapow (mixed aged Cycle B)

**Dynamics
(Seaside)**



Kapow (mixed aged Cycle B)

**Sound Patterns
(Fairytales)**



Kapow (mixed aged Cycle B)

**Call and response
(Animals)**



Kapow (mixed aged Cycle B)

**Musical Symbols
(Under the Sea)**



Kapow (mixed aged Cycle B)

**Contrasting Dynamics
(Space)**



Kapow (mixed aged Cycle B)

**Structure
(Myths and Legends)**



Year 2 Cycle

Animals including humans – 1. Growth



Children learn how to:

- **notice that animals, including humans, have offspring which grow into adults.**
- They **find out about and describe the basic needs of animals, including humans, for survival (water, food and air)**
- **Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.**

Year 2 Cycle

Uses of Everyday materials



Children learn how to:

- **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.**
- They also learn how to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Year 2 Cycle

Animals including humans – 2. Life Cycles



Children are taught how to **notice:**

- **That animals, including humans, have offspring which grow into adults.**

Year 2 Cycle

Plants



Children learn how to:

- **observe and describe how seeds and bulbs grow into mature plants**
- **Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.**

Year 2 Cycle

Living things and their Habitats
Living things and their Habitats around the World

Children will:

- **Explore and compare the differences between things that are living, dead, and things that have never been alive.**
- **They learn how to identify and name a variety of plants and animals in their habitats, including microhabitats**
- **Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.**
- They learn how to **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.**
- They learn how to **identify and name a variety of plants and animals in their habitats, including microhabitats**
- Finally they learn how to **describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food**

Seasonal changes – observations throughout the year comparing the weather associated with the 4 seasons
Observe and describe weather associated with the seasons and how day length varies

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

Computing systems and networks

Unique log in and passwords

Teach the children how to navigate a laptop and log on

Online safety

[How to be safe online? - BBC Bitesize](#)

[Lee & Kim New](#) Online safety video

Drawing/creating Pictures
(Online and on Word)

Online safety

Kapow Year 2 section

- Lesson 2
- Lesson 3
- Lesson 4

Algorithms unplugged

Online safety

Children to create online safety posters

E-safety assembly

Word Processing
(Word)

Pictograms

Online safety

- SMART Crew videos (Childsnet) 6 videos

Creating Stories
(Sway)

Scratch Jr



Online safety

- Jessie and friends 3 episodes









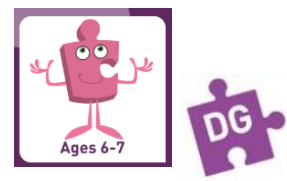







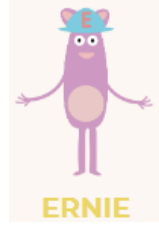
Presentations
(PowerPoint)

Online safety

- Online safety quizzes

	https://www.youtube.com/watch?v=y6XunxJMcaE Online safety video https://www.youtube.com/watch?v=HxySrSbSY7o Internet safety video Kapow Year 2 section <ul style="list-style-type: none"> Lesson 1 	10th February 2026 INTERNET SAFETY DAY Safer Internet Day - KS1 Ages 5-7 Primary Topic Packs - BBC Bitesize			
	<p style="text-align: center;">Autumn 1 - Healthy Eating</p> <p style="text-align: center;">Children to design a healthy menu linking to science. Children to make fruit kebabs/healthy breakfast?</p> <p style="text-align: center;">Autumn 2 – Structure linked to Great Fire Of London</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>DT Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable 	<p style="text-align: center;">Puppets</p> <p style="text-align: center;">To create an Australian animal puppet.</p>  <p>Design</p> <ul style="list-style-type: none"> Choose suitable textiles <p>Make</p> <ul style="list-style-type: none"> Measure, cut and join textiles to make a product, with some support Join textiles together to make a product, and explain steps taken <p>Evaluate</p> <ul style="list-style-type: none"> Explain choices of textile 	<p style="text-align: center;">Wheel Axel- Vehicle</p>  <p style="text-align: center;">Design and Make a Vehicle for a Monarch to travel in.</p> <p>Design</p> <p>Make</p> <ul style="list-style-type: none"> Use levers or slides Begin to understand how to use wheels and axles <p>Evaluate</p> <ul style="list-style-type: none"> Does It fit the purpose? 		

Physical and personal	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #c00000; color: white; padding: 5px;"> agility balance coordination  </td> <td style="background-color: #c00000; color: white; padding: 5px;"> 'Master basic movements.. Including agility, balance, coordination' </td> <td style="background-color: #c00000; color: white; padding: 5px;"> throw prepare catch  </td> <td style="background-color: #c00000; color: white; padding: 5px;"> 'Master basic movements.. Including throwing and catching' </td> <td style="background-color: #006633; color: white; padding: 5px;"> jump shape create  </td> <td style="background-color: #006633; color: white; padding: 5px;"> 'Develop flexibility, technique, control and balance' </td> <td style="background-color: #006633; color: white; padding: 5px;"> duel win lose  </td> <td style="background-color: #006633; color: white; padding: 5px;"> 'Team games developing simple tactics for attacking and defending' </td> <td style="background-color: #0066b3; color: white; padding: 5px;"> run jump throw  </td> <td style="background-color: #0066b3; color: white; padding: 5px;"> 'Use running, jumping and throwing in isolation and combination' </td> <td style="background-color: #0066b3; color: white; padding: 5px;"> target control combine  </td> <td style="background-color: #0066b3; color: white; padding: 5px;"> 'Master basic movements.. Including throwing and coordination' </td> </tr> </table>	agility balance coordination 	'Master basic movements.. Including agility, balance, coordination'	throw prepare catch 	'Master basic movements.. Including throwing and catching'	jump shape create 	'Develop flexibility, technique, control and balance'	duel win lose 	'Team games developing simple tactics for attacking and defending'	run jump throw 	'Use running, jumping and throwing in isolation and combination'	target control combine 	'Master basic movements.. Including throwing and coordination'
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		 <p>look run avoid</p> <p>'Team games developing simple tactics for attacking and defending'</p>	 <p>hands feet equipment</p> <p>'Object control - developing coordination and control'</p>	 <p>fair share dare</p> <p>'Embed values such as fairness and respect'</p>	 <p>inspire create perform</p> <p>'Perform dance using a range of movement patterns'</p>	 <p>react roll retrieve</p> <p>'Master basic movements.. Including striking and coordination'</p>	 <p>send receive return</p> <p>'Master basic movements such as sending and receiving'</p>
PSHE / JIGSAW	 <p>Ages 6-7</p> <p>Being me in my world 'Who am I and how do I fit in?'</p>	 <p>Ages 6-7</p> <p>Celebrating difference Respect for similarity and difference. Anti-bullying and being unique.</p>	 <p>Ages 6-7</p> <p>Dreams and goals Aspirations, how to achieve goals and understanding the emotions that go with this.</p>	 <p>Ages 6-7</p> <p>Healthy me Being and keeping safe and healthy.</p>	 <p>Ages 6-7</p> <p>Relationships Building positive, healthy relationships.</p>	 <p>Ages 6-7</p> <p>Changing me Coping positively with change.</p>	
	My Happy Minds	<p>Year 2</p>  <p>Meet your brain</p>	<p>Year 2</p>  <p>Celebrate</p>	<p>Year 2</p>  <p>Appreciate</p>	<p>Year 2</p>  <p>Relate</p>	<p>Year 2</p>  <p>Engage</p>	<p>Year 2</p>

