

Thematic Long Term Planning - Summary of Year 2 Units

<p>AUTUMN 1 - Who navigated the seas and oceans?</p>	<p>AUTUMN 2 - Why did dinosaurs become extinct?</p>
<p>History: Children will be able to sequence key events in history and use the correct vocabulary to describe time periods. They will be able to sequence and retell the stories of great explorers and will be able to explain the impact that their actions/discoveries have had on the world (beginning to show a basis understanding of cause and effect)</p> <p>Geography: Children will be able to create an aerial map of a familiar location and create a key using sensible symbols to represent landmarks. Children will be able to name the seven continents and five oceans of the world. They will be able to locate the equator, north and south poles and know the effect that they have on the oceans of the world. Children will be able to give directions from one country to another using the language of compass direction.</p> <p>Art: Children will be able to use the language of art to explain what they like/dislike about a piece of work and will be able to make comparisons between two artists who use similar subject matter. They will be able to identify and mix primary colours to create secondary colours and use this skill in order to recreate a 'masterpiece'.</p> <p>Design & Technology: Children will have investigated, by making a 'mock-up', how an object can move through water aided by elastic bands. They will then be able to apply this knowledge when designing and making a boat model. Children will be able to select appropriate tools and materials to cut and join based on their properties. Children will also be able to make adaptations to a design through reflection.</p>	<p>History: Children will begin to understand the concept of BC in relation to time and will plot the prehistoric period on a timeline. They will understand the importance of historical evidence in different forms and in particular the importance of fossils through their knowledge of the work of Mary Anning. Children will be able to review information given and come to own conclusions when deciding why they believe dinosaurs became extinct.</p> <p>Geography: Children will be able to name and locate the seven continents of the world and plot them accurately on a world map. They will also be able to discuss how the continents that we know today have evolved over time.</p> <p>Art: Children will begin to use watercolour techniques in order to mix primary and secondary colours and will understand how colour can be used to represent mood. They will investigate the properties of clay and will use a variety of unorthodox materials to print with in order to decorate a clay tile.</p> <p>Science: Children will be able to identify the features of dinosaurs and identify how this helps us to categorise them in herbivores, carnivores and omnivores. They will be able to identify animals that are already extinct and those that are endangered, creating a database of this information</p> <p>Design & Technology: Children will investigate mechanisms, in particular the use of levers. They will create prototype designs and will then incorporate them into a finished product, reviewing the effectiveness of their design once complete.</p>
<p>SPRING 1 - Why should we save the rainforest?</p>	<p>SPRING 2 - Would you live in a castle?</p>
<p>History: Drawing on prior knowledge of explorers, children will learn about a further significant figure, Francisco De Orellana and expedition down The Amazon which they will retell in a storyboard. Children will also learn about the Yanomami people of the Amazon rainforest and will be able to explain how their lives are impacted by their surroundings - positively and negatively.</p> <p>Geography: Children will be introduced to six of the biomes of the world: aquatic, desert, forest, grassland, rainforest and tundra and will be able to explain the key features of each zone - focusing particularly on rainforests. They will be able to build on their knowledge of continents in order to locate and label the major rainforest zones of the world on a world map. Children will be able to explain the four layers of a rainforest and identify their geographical features. Using researched knowledge about weather patterns and land use, children will compare the U.K to the Amazon rainforest. In preparation for Year 3, children will be introduced to the basic features of The River Amazon and will be able to explain its importance to the rainforest.</p> <p>Art: After comparing the forms of plants that grow in the rainforest compared to those that grow naturally in the U.K, children will revisit the work of Henri Rousseau (Y1) and create polystyrene block tile prints of rainforest leaf shapes.</p> <p>Design & Technology: Children will select from a range of materials, based on their properties, in order to create a collaborative four-storey shoebox representation of the rainforest.</p>	<p>History: Children will know why the first castles were built, by whom and where. They will be able to identify how castles have altered over time and explain the reasons for these changes. Children will understand how the Normans came to power after The Battle of Hastings, placing events on a timeline and being able to recall 1066 as a key date in history. They will understand the importance of The Bayeux Tapestry as a piece of historical evidence and will begin to discuss whether all evidence is reliable.</p> <p>Geography: Children will be able to use a map of the U.K to record the location of castles. Using their knowledge of the requirements of early settlements, they will be able to identify why castles may have been built in these locations. Taking a walk around the locality, children will use their knowledge and maps of the area to identify the ideal location for a castle today.</p> <p>Art: Children will be able to use a simple running and cross-stitch on binca fabric in order to recreate a simple scene from The Battle of Hastings inspired by The Bayeux Tapestry. Children will study the simplicity of the designs of Paul Klee and will use his work as inspiration to create a 2-D shape collage of a castle scene.</p> <p>Design & Technology: Children will draw on their prior experience of creating 2-D hinge systems and will create 3-D castle model that incorporates a hinged drawbridge. Children will work safely when selecting and using cutting tools.</p>

SUMMER 1 - What are the British Isles?

History: Children will identify the similarities and differences between the four countries of the U.K by showing an understanding of the origins of their coat of arms, their national flag, their patron saint (and the accompanying story) and their national flower.

Geography: Children will embed their knowledge of the four countries of the U.K and their capital cities, extending their knowledge to include a range of physical and human features that they possess such as royal residences, longest rivers, highest mountains, tallest buildings, these will be investigated through digital mapping tools.

Children will develop their understanding of landmarks from Year 1 and will be able to locate key landmarks of each of the home nations, giving their specific location in the British Isles using 8 point compass directions. Children will be able to keep a weather diary and use locational knowledge and vocabulary to explain seasonal weather patterns within the U.K

Art: Children will investigate the work of Scottish artist and architect, Charles Renee Mackintosh, identify the features of the art-nouveau movement and will recreate a large tissue paper representation of his work by tearing and cutting a range of paper using various techniques.

Design & Technology: Children will be able to identify dishes that are traditional to the four countries of the U.K. They will have an understanding of where the ingredients come from and why some ingredients are suited to being grown in the U.K. They will use more formal methods of measurement including electronic scales to weigh ingredients prior to cooking. They will also learn how to cut, peel, grate and chop a range of fruit and vegetables safely in preparation for cooking.

SUMMER 2 - Would you be a Victorian?

History: Children will be able to locate the Victorian period on a timeline in comparison to other time periods studied and will be able to explain the significance of Queen Victoria (making links to our current monarch through the use of a family tree). Children will also study other significant Victorians and through research will be able to explain the importance of them on our lives today.

Children will be able to explain what life was like for rich and poor children in Victorian times compared to our lives today.

Geography: Children will be able to identify some of the key cities of the U.K and through the use of population density maps, will be able to explain the changes to these cities that came about due to the Industrial Revolution. On a walk around the local community, children will identify Victorian terraced houses and will be able to identify original features of these homes and the reasons why these types of homes were built. They will then compare the internal features of modern homes, with the homes of both rich and poor Victorian homes, through images.

Art: Children will study the work of William Morris and how his designs were integral to the internal design of some Victorian homes. Using his designs as inspiration, children will develop their knowledge of block printing by designing and printing with polystyrene tiles, being able to explain the effect of rotating the print block.

Design & Technology: Children will secure their understanding of standard measures and the use of measuring devices for ml/g, in order to weigh and measure the ingredients required to make dishes eaten by the rich and the poor in Victorian times. Children will show an understanding of the main food groups and how the diet of Victorian children affected their lives.