



Autumn

	Main Topic - History	Geography	D&T	Art	Music
Year 2 Towers, Tunnels and Turrets	<p>Explore the building of castles, tunnels and turrets throughout the ages plotting key changes on a timeline. Look at famous engineers and pioneers from the past who have influenced the building of Great Britain.</p> <ul style="list-style-type: none"> Learn about events beyond living memory that are significant nationally or globally. Order events in a period of history studied and begin to recall the dates of important festivals or celebrations - sequence castles from different periods, from the earliest Saxon ditch and rampart castles to later motte and bailey and stone castles. Ask and answer questions about a range of sources by studying the true story of the World War Two 'great escape' made by the allied soldiers from the prisoner of war camp and learn about three tunnels known as Tom, Dick and Harry. Learn about the lives of significant individuals in the past who have contributed to national and international achievements by studying an individual such as Isambard Kingdom Brunel and some of the amazing structures he created. 	<ul style="list-style-type: none"> To look at pictures and photographs of great towers from around the world. Match the tower to its location using world maps and globes. Use world maps, atlases and globes to identify the UK and its countries. Use simple fieldwork and observational skills to study the geography of Mill Lane and its grounds and the key human and physical features of its surrounding environment. Describe and compare human and physical features seen in their local environment and other places in the world, using geographical vocabulary. To think about the bridges in the local area and look at local maps to identify the symbol used to show a bridge. Look at pictures of amazing structures from around the world and mark them on a map or globe. 	<p>Design/Make/Evaluate: Build a model castles using construction materials or other found and recycled materials. Decorate the castle, adding some typical castle features.</p> <p>Evaluate: Redesign a tower for Rapunzel - how could we make it taller/stronger?</p> <ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. Evaluate their ideas and products against design criteria. 	<p>Modelling: Use different coloured stones, pebbles to create cairns</p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<p>Singing CN</p> <ul style="list-style-type: none"> Sing and follow a melody. Repeat short melodic patterns with my voice. Sing and clap increasing and decreasing tempo. Perform with others, taking instructions from the leader. <p>Samba CN</p> <ul style="list-style-type: none"> Use tuned and untuned instruments to enhance performance. Show control when playing musical instruments so that they sound as they should. Repeat and clap simple rhythmic patterns. Identify the beat in music. Perform simple accompaniments keeping a steady pulse. Repeat short melodic patterns with my voice. Sing and clap increasing and decreasing tempo. Perform with others, taking instructions from the leader. <p>Singing carols around the tree - performance and KS1 play at Christmas.</p> <p>Music to discuss listening and understanding skills - music of the week.</p>

English (Brilliant Books):		Science:	
<p><u>Princess Smartypants</u></p> <p><u>The Paper Bag Princess</u></p>		<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> To ask simple questions To know they can be answered in different ways To observe closely To use simple equipment To perform simple tests To identify and classify To use observations and ideas to suggest answers to questions To gather data To record data to help answer questions 	
Key Transferrable Vocabulary		Key Subject Specific Vocabulary	
Arch Archer Arrow Burrow Lord Medieval	Passage Saxon Tower Tunnel Viaduct	Bailey Battlements Castle Drawbridge Fortress Keep	Moat Motte Portcullis Rampart Turret
<p><u>Golden Thread (Foundations of Previous Learning) Year 1</u></p> <ul style="list-style-type: none"> Learn about events beyond living memory that are significant nationally or globally developing their knowledge of time periods built on from the prehistoric times. Develop their understanding of the impact of the lives of significant individuals in the past who have contributed to national and international achievements following on from Neil Armstrong and Mary Annig. Use basic mapping skills to identify basic geographical features such as a sea, ocean, land, island, forest, city, lake and river to further understand different geographical areas of the world. 		<p><u>Cultural Capital Opportunities</u></p> <p>Raby or Durham Castle</p> <p>Cultural Capital Passport:</p> <p>To visit a museum and art gallery.</p>	

ANIMALS, INCLUDING HUMANS

- Pupils should be taught to:
- ♣ notice that animals, including humans, have offspring which grow into adults
 - ♣ 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.

	Main Topic - Geography	History	D&T	Art	Music
Year 2 Muck, Mess and Mixtures and Geography Case Study of Galapagos	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and the Galapagos Islands. To draw a birds eye view maps of local areas and a treasure map of a contrasting location To use a simple key to show features such as chimneys, towers, trees and footpaths. Use digital maps to identify key human and physical features of a location. 	<p>Learn about sailing around the world and the discovery of new places throughout time by completing a study of the Galapagos.</p> <ul style="list-style-type: none"> Learn about significant historical events, people and places in their own locality - significant sailors and HMS Trincomalee - history of sailing from Teesside. Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p>Design/Make/Evaluate: Design and help set up an outdoor kitchen for messy, muddy fun!</p> <p>Food Technology Sort a range of foods in different ways to show where they have come from. Explain how and why foods have been sorted in a specific way, eg plants, animals, countries</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<p>Painting: Marble inking pictures Ice cube collaborative art (using natural materials)</p> <p>Design: Create media pictures using different medium including collage</p> <ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p>Artist: Carl Warner - art as food!</p>	<p>Singing CN</p> <ul style="list-style-type: none"> Sing and follow a melody. Repeat short melodic patterns with my voice. Sing and clap increasing and decreasing tempo. Perform with others, taking instructions from the leader. <p>TVMS - Snappy Classroom</p> <p>Live performance - visit.</p> <p>Music to discuss listening and understanding skills - music of the week.</p>

English (Brilliant Books):

George's Marvellous Medicine
George's Marvellous Experiments

Key Transferrable Vocabulary

Key Subject Specific Vocabulary

Absorbent	Ingredient	Emulsion
Capacity	Measure	Emulsifier
Concoction	Medicine	Immiscible
Consistency	Melt	Opaque
Flexible	Mixture	Potion
Freeze	Morph	Transparent
Hazard	Prediction	Waterproof
Hygienic	Recipe	
	State	

Golden Thread (Foundations of Previous Learning) Year 1

- Develop their understanding of uses of materials by considering the impact of humans and manmade products on the natural world from developing their learning about woodlands and materials in Y1.
- Develop their understanding of the impact of the lives of significant individuals in the past who have contributed to national and international achievements following on from Neil Armstrong and Mary Annig.
- Use basic mapping skills to identify basic geographical features such as a sea, ocean, land, island, forest, city, lake and river to further understand different geographical areas of the world.

Science:

USES OF EVERYDAY MATERIALS

Pupils should be taught 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
- ♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

PLANTS - Will continue throughout summer term.

Pupils should be taught to:

- ♣ 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.

Cultural Capital Opportunities

'Messy Day' in school (morning or afternoon with a range of activities).

Cultural Capital Passport:

To listen to live music being played and watched a performance with actors.
 To run around in the rain.

Summer

	Main Topic - History	Geography	D&T	Art	Music
Year 2 Land Ahoy	<p>Land Ahoy Navigate, investigate and explore the world - just like Captain Cook. Make a boat, sink a ship and fly a pirate flag and find out how rescues happen at sea!</p> <ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements - Grace Darling, Captain Cook and other significant sailors. Learn about significant historical events, people and places in their own locality - Captain Cook. Use the stories of famous historical figures to compare aspects of life in different times - Grace Darling and RNLI. 	<ul style="list-style-type: none"> To name and locate the world's continents and oceans on a world map or globe. Use world maps to identify other countries, continents and oceans. Use simple compass directions and locational and directional language, to describe the location of features and routes on a map. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 	<p>Design/Make-models Make their own lighthouse to steer ships away from rocky cliffs and dangerous coves! Experiment with simple circuits to make the lighthouse lamp light up, or use a simple control box such as 'Learn and Go' to make their light flash.</p> <p>Evaluate: Help to make a Maritime Museum in the classroom, displaying all the artefacts made throughout the project. Take a digital picture of their model and write a simple evaluation about their design. Explain how they might change it next time.</p> <ul style="list-style-type: none"> Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products. Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). Build structures, exploring how they can be made stronger, stiffer and more stable. Evaluate their ideas and products against design criteria. 	<p>Drawing: Pictures of boats/pirates (charcoal)</p> <p>Design: Create a new flag</p> <ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use a range of materials creatively to design and make products. 	<p>Composition CN</p> <ul style="list-style-type: none"> Respond to different moods in music. Choose sounds which create an effect. Create music in response to different starting points. Create short musical patterns. Create short rhythmic phrases. Know how sounds can be made and changed to suit a situation. Invent symbols to represent sounds. <p>Singing CN</p> <ul style="list-style-type: none"> Sing and follow a melody. Repeat short melodic patterns with my voice. Sing and clap increasing and decreasing tempo. Perform with others, taking instructions from the leader. <p>Music to discuss listening and understanding skills - music of the week.</p>

English (Brilliant Books):				Science:
<u>We're Sailing to Galapagos</u>				LIVING THINGS AND THEIR HABITATS
				Pupils should be taught to:
				♣ explore and compare the differences between things that are living, dead, and things that have never been alive
				♣ 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 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.
				PLANTS - Will continue throughout summer term.
				Pupils should be taught to:
				♣ 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.
Key Transferrable Vocabulary		Key Subject Specific Vocabulary		
Cargo		Age of sail	Poop deck	
Hold		Dock	Port	
Mechanism		Keel	Quarter deck	
Navigate		Lighthouse	Quarter gallery	
Ocean		Main deck	RNLI Station	
Smuggler		Marina	Rudder	
Symbol		Maritime	Sail	
		Mast	Sea shanty	
		Pirate code	Shipwreck	
<u>Golden Thread (Foundations of Previous Learning) Year 1</u>				<u>Cultural Capital Opportunities</u>
<ul style="list-style-type: none"> Learn about events beyond living memory that are significant nationally or globally developing their knowledge of time periods built on from the prehistoric times. Develop their understanding of the impact of the lives of significant individuals in the past who have contributed to national and international achievements following on from Neil Armstrong and Mary Annig. Use basic mapping skills to identify basic geographical features such as a sea, ocean, land, island, forest, city, lake and river to further understand different geographical areas of the world. 				Saltburn Beach HMS Trincomalee
				<u>Cultural Capital Passport:</u>
				To walk barefoot on a sandy beach and on soft grass.
				To jump over waves.
				To visit a museum.