

### Year 2 long term map 2019-2020

	Autumn	Spring	Summer
<b>Year 2</b>	<b>Fire Fire!</b>  -Include Geography skills of making and using of aerial plans, creating maps	<b>Land of the Dragons China</b>  Science, art and DT lead subjects  Plus History- to identify different ways of life at different times; ancient china to modern china	<b>Who is Christopher Columbus?</b>  -
History	<p><u>Vocab</u> Vocabulary of past and present, eg 'before', 'after', 'began', 'first', 'next', 'then', 'at last', 'finally'. To include simple phrases such as ' a long time ago' and recently',</p> <p><u>Chronology</u> To be able to order events according to a simple chronology</p> <p><u>Characteristics of events/ people inc. changes over time</u> To study an event from living memory and to be able to place it along a timeline, using historical vocabulary</p>	<p><u>Characteristics of events/ people inc. changes over time</u> To identify differences and similarities between ways of life in different periods using a wide range of historical terms</p>	<p><u>Vocab</u> To include simple phrases such as ' a long time ago' and recently'</p> <p>To begin to be able to ask and answer questions, showing knowledge and understanding of key features of events.</p> <p><u>Characteristics of events/ people inc. changes over time</u> To know about significant people in history To have an appropriate knowledge, ((through fieldwork where appropriate ) of the impact of historical events or people, on their locality</p>

	<p>To be able to understand and talk about an event from beyond living memory</p> <p><u>Sources</u> To know how we find out about the past</p> <p>To be able to choose and use parts of stories and source material to show their understanding of the features of events</p> <p>To use a range of sources to find out about the past, through primary sources- (trip to the museum)</p> <p>To be able to identify different ways in which the past is represented (Samuel Pepys diary)</p> <p>To confidently describe the differences and similarities between artefacts</p>		<p>To identify differences and similarities between ways of life in different periods using a wide range of historical terms</p> <p><u>Sources</u> To use a range of sources to find out about the past, <del>through primary sources ;such as practical hands on opportunities, through visitors eg parents/ grandparents, as well as</del> though secondary sources such as books and the internet</p>
Geography	<p><u>Compass and map work</u> Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. (eg. aerial and historical maps of London/ making own</p>	<p><u>Map skills- locational knowledge</u> <i>to locate UK on a map, atlas and a globe</i>  <i>to locate England, Ireland, Wales and Scotland on a map, atlas and a globe(a quick re-cap before....)</i></p>	<p><u>Map skills- locational knowledge</u> To be able to locate and name the continents and oceans</p> <p><u>Compass and map work</u> To be able to talk about the relative location of an object and to plan routes around a</p>

	<p><i>geographically accurate maps-comparing to current aerial maps)</i></p> <p><u>Compass and map work</u> To devise a simple map and use and construct basic symbols in a key</p>	<p>To be able to locate a non-European country on a map, atlas and globe</p>	<p>simple map and on the ground (eg orienteering) Use simple fieldwork and observational skills to study the geography of the school and grounds and the key human and physical features of the surrounding environment</p> <p>To be able to talk about the relative location of an object and to plan routes around a simple map and on the ground (<i>eg orienteering</i>)</p> <p><i>I would also do another map ...</i> devise a simple map and use and construct basic symbols in a key</p> <p><u>Compass and map work</u> To explore using a compass to find North, South, East and West</p>
Science	<p><u>Everyday materials</u> 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,</p>	<p><u>Living things in their habitats – link to Panda</u> Explore and compare the differences between things that are living, dead and 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</p>	<p><u>Animals including human/Living things in their habitats.</u> Find out about and describe basic needs of animals including humans, for survival; water, food and air. Explore and compare the differences between things that are living, dead and that have never been alive. Identify that most living things live in habitats to which they are suited and</p>

	<p>twisting and stretching including micro habitats</p> <p>Describe how animals obtain their food from plants and other animals using the ideas of a simple food chain and identify and name different courses of food.</p> <p><u>Animals including humans</u></p> <p>Notice that animals, including humans, have offspring, which grow into adults. Find out about and describe 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.</p>	<p>on each other Identify and name a variety of plants and animals in their habitats</p> <p><u>Plants – bamboo?</u></p> <p>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.</p>	<p>describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>
RE	<p><b>Expressing religious meaning</b></p> <p>Pupils use photos or religious artefacts identifying the group to which these belong Why is a light/water/a tree such an important religious symbol? Explore symbols of two different religious traditions, looking for similarities such as light, water, trees. What is important about the design of some places of worship? Visit a place of worship to identify and find out about the meanings of symbols for God</p>	<p><b>Different ways of giving thanks to God</b></p> <p>Invite a faith visitor to school or visit a place of worship to explore prayer, worship and reflection with pupils. How do different religions say ‘thank you’ to God? In what way do different religious people share actions when praying?</p> <p><b>The Lord’s Prayer</b></p> <p>Why do Christians all over the world pray ‘The Lord’s Prayer’? Explore the Lord’s Prayer through images.</p>	<p><b>Showing care and concern</b></p> <p>How have people of faith influenced the world by their actions? How can faith stories guide people in their choices of what is right or wrong? Explore a Christian charity that focuses on justice and fairness. Why do we need rules anyway? Pupils explore what rules an individual or organisation might need and why. How do we know how and when to be good?</p> <p><b>Whose community?</b></p>

	<p><b>Muslim prayer and action</b>  Why do some people pray to Allah for help?  How and why do some Muslims wash and pray in a daily pattern?  Why does a prayer mat become holy when a Muslim prays on it?  What makes a place holy?</p> <p><b>Festivals including Christmas</b>  How do festivals bring people together? What are the ingredients of a festival? Why does Christmas matter to Christians?  What events are Christians remembering and believing when they celebrate Christmas?</p>	<p><b>The Easter Story</b>  What is the good news that Jesus brings?  What events are Christians remembering and believing when they celebrate Easter?</p> <p><b>Shabbat and Passover</b>  Why does Shabbat have a special place in Jewish families? How and why do people celebrate special and holy times eg Passover, Easter</p>	<p>What makes human beings so unique? How we can live together when we are all so different? Pupils share ideas on how we know that people come from different religions. Pupils explore the relationship between humans, their environment and other living things How do the religious groups in your local community look after people and the world?  What is carried out locally for the benefit of the whole community? Should everyone in the world take responsibility for looking after each other?</p> <p><b>Who made the world and other big questions</b>  What do many Christians, Muslims and Jews believe about how the world was made?  <i>What do Christians believe God is like?</i> Who made the world? How is the victory of good over evil expressed in a range of religions and worldviews? Eg. the story of Diwali, Purim, Bilal (Muslim call to prayer) What might heaven be like?</p>
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D/T	<p style="text-align: center;"><b>Printing</b> Cityscapes / fire paintings</p> <p style="text-align: center;"><b>DT1/1.1 Design</b></p> <p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p style="text-align: center;"><b>Textiles</b> Making Chinese dragons / lanterns</p> <p style="text-align: center;"><b>DT1/1.2 Make</b></p> <p>DT1/1.2a select from and use a range of tools and equipment to perform <b>practical tasks</b></p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p style="text-align: center;"><b>Construction</b> Making a sailboat / rocket-ship / land-yachts</p> <p style="text-align: center;"><b>DT1/1.4 Technical Knowledge</b></p> <p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>DT1/1.4b explore and use <b>mechanisms</b>, in their products.</p>
Art	<p style="text-align: center;"><b>PRINTING</b> Colour and tone  (complementary colours) (Linked with DT)</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p style="text-align: center;"><b>3D</b> Make 3D sculptures of terracotta army (possible project at the end of first half term?)</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p>	<p style="text-align: center;"><b>Painting</b> Line and shape</p> <p>Famous artists: Monet - seascapes</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.4 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.</p>

Music	<p style="text-align: center;"><b>Medieval music/ renaissance</b></p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p style="text-align: center;"><b>Drumming/ tribal sound/ rhythm/ composition</b></p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p style="text-align: center;"><b>Wizard of Oz songs and performance</b></p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>
PE	Fundamentals, Ball skills, Gymnastics and invasion games	Dance, fitness, Team building , sending and receiving	Nat and wall games, Invasion, Striking and fielding and Athletics.