

HARWELL PRIMARY SCHOOL - LONG TERM PLAN YEAR 2 2020 -2021

	Term 1	Term 1 (2nd Half)	Term 2	Term 2 (2nd Half)	Term 3	Term 3 (2nd Half)
Project title	Under the Sea	Important People	A New Discovery	WWII	WWII	Marvellous Mechanisms and Magical Machines!
Driving question	Do creatures change from ocean to ocean?	What makes someone important?	Is our habitat the best?	To leave or not to leave?		What makes me move?
Trip/hook	Create a creature that lives in the sea	Visitor?	Charles Darwin painting	Being an evacuee - visitor?		Bringing in something with wheels - races, comparing, sharing
Outcome	Classroom museum display	Nativity	Showing the new habitat	A journey back in time		Presentations of magical machines
Main curriculum areas	<p>Geography: -Name and location of the world's seven continents and five oceans - use world maps, atlases</p> <p>Art (see below)</p>	<p>Drama</p> <p>Art (see below)</p>	<p>Geography: -To know the name, location and characteristics of the four countries of the UK - what each is like, what has been discovered there - aerial photographs, recognise landmarks, physical and human features. -What is it like for children living in.... (different local areas and newly discovered area) -Hot and cold areas of the world in relation to the equator and the North and South Pole. - Use a compass - directions to newly discovered land</p> <p>Art (see below)</p> <p>DT (see below)</p>	<p>History: - Comparing the lives of children now and then. -Food, games and clothes from then. -Using first-hand sources, recounts and photographic evidence</p> <p>DT (see below)</p> <p>Art (see below)</p>	<p>History: -Impact on local area (commonwealth war grave) -Harwell in the war - air bases -Geography - which continents involved in WWII -Geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (country of war, Australia?) - -Using first-hand sources, recounts and photographic evidence</p> <p>Link to term 1 2nd half - important people of the war</p> <p>Art (see below)</p>	<p>Art (see below)</p> <p>DT (see below)</p>
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Literacy story	Traditional tale	Voyage and return	Quest story	Tragedy	Rags to riches	Overcoming the Monster
Non-fiction	<p>Poetry</p> <p>Information text about an ocean (poster)</p>	Newspaper report on important person	Explanation text - explaining animal on the island	Discussion text - is life better now or then?	Persuasion text - visit air base	Instructions - how to build a cart
Whole class reading text	<p>Lost and Found - link to water, boats</p> <p>Where the Wild things Are - link to water, boats</p>	The Day The Crayons Quit - link to important morals	Grandad's Island - link to island/habitat	The Lion and the Unicorn	Where the Poppies Now Grow	Mrs Armitage on Wheels
Maths links	Place value: Counting animals, oceans, continents	<p>Addition and subtraction:</p> <p>Important people time ordering.</p>	<p>Multiplication and division:</p> <p>Number of wheels on a particular machine, how many wheels needed for X</p>	<p>Fractions, decimals, percentages:</p> <p>Amount of children evacuated through fractions, percentages.</p>	<p>Measurement, geometry, statistics:</p> <p>Charts and graphs showing findings of local area study.</p>	<p>Shape:</p> <p>Shapes of things discovered.</p>

			amount of machines.			
Science Lines of enquiry Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping	Habitats: - Basic needs of animals, including humans, for survival (water, food and air) - Animals in their habitats, including micro-habitats Identifying, classifying, grouping	Healthy living: - Importance for humans of exercise, eating the right amounts of different types of food, and hygiene - link to significant sporting individuals and their lifestyles Researching, fair testing, grouping	Habitats: - Plants in their habitats, including micro-habitats - What plants need, what plants can grow in our new habitat - observe plants growing. Food chains: - 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 - food chains of animals in different habitats and newly discovered land Researching, classifying, grouping	Living things: - Identify that most living things live in habitats to which they are suited and how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (adapting of habitats from war) Grouping, observing over time, classifying	Living things: - Explore and compare the differences between things that are living, dead and things that have never been alive (things ruined from the war) Pattern seeking, fair testing, grouping	Materials: - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (making of cart) - Compare how things move on different surfaces (testing of carts) - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (cart materials and textiles) Grouping, classifying, fair testing, pattern seeking
ICT	How to use apps to explore the different continents - Google maps & online research skills Use technology purposefully G Docs - inserting pictures and typing Online coding programmes - lightbot	Internet research on important people confidently using websites. Class email - sharing of research.	Programming - BeeBots - map to discovered land	E-safety - Gooseberry Planet	Data - living things tables	Multimedia - videos and pictures of carts
Art	Printing: - Printing pictures and techniques and patterns.	Nativity props: - Mixing colours, experimenting with light and dark, shading, tones, using paint brushes for different marks.	Sketchbook work throughout the term: - Planning and developing ideas, investigating tone and shapes with a pencil,	Textiles: - Sort and choose thread for bag making and experiment with different styles (plaiting, colouring and dipping fabric)	Objects: - Describe objects with colour, black and white pictures, creating different tones and shading.	Colours: - Working with mixing colours for cart and choosing the best media to use for the best coverage, colour

	-Animals made using clay - 3D. Artist focus: Marc Quinn (3D sculptures)	Artist focus: Michelle Reader (recycled materials)	collecting textures and patterns. -Piece of art showing the newly discovered land using different textures, colours, materials Artist focus: Andy Goldsworthy (outdoor art with materials)	Artist focus: Robert Delaunay (abstract art)	Artist focus: Monet (oil paintings)	wheels and colour spectrums. Artist focus: Jackson Pollock (colours splattered reflecting journey of cart)
DT	Design, create and evaluate an animal living in the sea		Design, create and evaluate a fruit or vegetable from newly discovered land	Design, create and evaluate a gas mask bag (textiles)		Design, create and evaluate a cart - wheel and axles - link to Chitty Chitty Bang Bang with wings for cart (textiles)
RE	Christianity	Christinaity	Judaism Islam	Christinaity	Judaism Islam	Judaism Islam
Music	Listening and reviewing: -Sounds of under the sea, whale songs - identifying pulses, changes in timbre, recognising instruments.	Performing: -Nativity songs - simple songs and chants, songs with actions, using voice to create sounds, stop and starting, using a steady beat.	Sounds of travel - know about the number of beats, use musical dimensions to compose a piece of music	War songs - music from different cultures/history, compose music, play with a sounds then symbol approach.	Sounds of war, air raids, planes compared to sounds children hear now daily - use musical dimensions to compose a piece of music	Applying knowledge and understanding: -Songs from Chitty Chitty Bang Bang - music from different cultures/history
PE	Swimming Ball skills: -Movements of different animals - movements in water - being different animals?	Swimming Gymnastics -Balancing movements - linking to important sports people -How our bodies move (healthy bodies)	Circuits: -link to form of travelling around the world and to the newly discovered land	Dance: -Styles of dancing from the past - Different songs with different styles of dancing	Swimming Athletics: -Sports and games children in WWII played	Swimming Athletics: -Sports day practice - how our bodies move