

Year:	Yr2	Term:	Spring 2	Learning Challenge question	Which internationally famous person did something incredible in the past? (World History Unit)	MTP
-------	-----	-------	----------	-----------------------------	--	-----

## Long-term overview for HISTORY

### YEAR 2

### Which internationally famous person did something incredible in the past?

Know about a person who did something in the past that has impacted on our lives today

Know when and where the famous person lived

Know the difference between being well known and being internationally famous

Know about someone who is alive today and is famous all over the world

Know about someone who sacrificed their life to make things better for others

#### Chronology & Causation

- Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past
- Begin to appreciate the difference between long ago and very long ago
- Know where the people and events studied fit into a basic timeline
- Able to point out a few similarities and differences between ways of life at different times
- Able to order a few events and artefacts from the recent past
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

#### Historical Enquiry

- Look carefully at pictures and objects to find information.
- Find answers and respond to simple questions about the past.
- Choose and select evidence and says how it can be used to find out about the past
- Understand some ways we find out about the past
- Recognise the importance of basing ideas on evidence
- Develop the idea of presenting an idea and raising questions about the past

#### Interpretation & Significance

- Know about people in the past who have contributed to national and international achievements
- Recount historic details from eye-witness accounts, photos and artefacts
- To develop an awareness of the past and comment on how they found they found out

© Focus Education UK Ltd.

18



	Maths	English			Science			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	<p>Children should be able to recognise and know the value of different denominations of coins and notes.</p> <p>Children have learned how to recognise and name 2D and some 3D shapes.</p>	Children have begun to explore comprehension style questions using the VIPERS format. Continued to explore a range of texts in lessons.	Children have used 2A sentences, adverbs, coordinating and subordinating conjunctions in extended pieces of writing.	Participate in discussion about what is read to them, taking turns and listening to what others say.	<p>Children have learned to identify and name a variety of common wild and garden plants.</p> <p>Children have learned to identify the basic structure of a variety of common flowering plants, including trees.</p>			
Pre & post assessments	<p>Continuous assessment</p> <p>Money and shape post-assessment</p>		Cold Task - Non chronological report		<p>Cold task:</p> <p>How does a seed turn into a sunflower?</p> <p>Comic strip.</p>			

Year:	Yr2	Term:	Spring 2	Learning Challenge question	Which internationally famous person did something incredible in the past? (World History Unit)	MTP		
-------	-----	-------	----------	-----------------------------	--	-----	--	--

			Hot Task - Non chronological report  Short burst writing - suspense writing		Hot task: Use Seesaw to record a short video clip. Acting out how their plants grow best and explain what is needed to make this happen.			
Unit assessment	Post assessment on money and shape.	VIPERS comprehension	Cold / hot task		Cold/ hot task			
1	<ul style="list-style-type: none"> <li>-Writing amounts of money</li> <li>-Counting money using notes.</li> <li>-counting money using coins.</li> <li>-Fluency Friday</li> </ul>	<p>Carousel Reading</p> <p>Picture Inference</p> <p>Guided group</p> <p>Unseen comprehension</p> <p>Reading for pleasure</p> <p>Grapheme hunter</p> <p>(Phonics activity if needed)</p>	<p>LQ: How can I identify the features of suspense writing? (Model text)</p> <p>LQ: What tools can I use to create suspense in my writing?</p> <p>LQ: How can I generate interesting vocabulary for my writing?</p>	LQ: What facts do I know about Africa?	<p>Pre learning challenge LQ : How does a seed turn into a sunflower?</p> <p>Plant a sunflower seed. Create a comic strip to show what will happen to that seed over time. Seeds to be looked after in class and observed over time.</p>			

			LQ: How can I use similes in my writing?					
2	--counting money.  - showing equal amounts of money.  - <b>exchanging money.</b>  - <b>Fluency Friday</b>	SATS practise week	LQ: How can I create a toolkit for my suspense writing?  LQ How can I write a short piece using suspense?  LQ: How will I edit my short piece of suspense writing?  Hook - Exploring discrimination  Cold Task - Non-chronological report on pets  LQ: How can I explore the features of a non - chronological report?  World book day	Introduce vocabulary linked to Internationally Famous People.		<b>LQ: What does a plant need to grow?</b> Plan an investigation to examine differing conditions and which lead to seed germination and growth.		

Year:	Yr2	Term:	Spring 2	Learning Challenge question	Which internationally famous person did something incredible in the past? (World History Unit)	MTP		
-------	-----	-------	----------	-----------------------------	--	-----	--	--

3	<ul style="list-style-type: none"> <li>- calculating total amounts.</li> <li>- calculating change.</li> <li>- solving word problems.</li> <li>- Fluency Friday</li> </ul>	<p><b>Whole class reading VIPERS</b></p> <p>LQ: How can I explore new vocabulary in a text?</p> <p>LQ: How can I orally explore a text in more detail?</p> <p>LQ: How can I explore a text in more detail?</p>	<p>LQ: How can I add suffixes to root words</p> <p>LQ: How can I identify key information from the model text?</p> <p>LQ: How can I use a range of conjunctions within my writing?</p> <p>LQ: Which Very Important Vocabulary will I use in my non-chronological report?:</p>	<p>Understand how we refer to the first, second and third person when speaking</p>	<p><b>LQ: Which conditions have helped our seeds to grow?</b></p> <p>Observe and record growth so far. Observe any noticeable changes and patterns.</p>			
4	<ul style="list-style-type: none"> <li>- Identifying Sides / Vertices</li> <li>- Identifying Lines of Symmetry</li> <li>- Making Patterns</li> <li>- Fluency Friday</li> </ul>	<p><b>Carousel Reading</b></p> <p>Picture Inference</p> <p>Guided group</p> <p>Unseen comprehension</p>	<p>LQ: How can I use generalisers to open sentences?</p> <p><b>Hot Task</b></p> <p>Writing a non - chronological report</p>	<p>LQ: How can I share my thoughts and feelings?</p>	<p><b>LQ: What are the best conditions for germination and growth?</b></p> <p>Observe growth and draw conclusions about required conditions for</p>			

		Reading for pleasure Grapheme hunter (Phonics activity if needed)			growing a healthy plant.			
5	-Moving Shapes -Recognising 3D Shapes - Describing 3D Shapes Post-assessment	Whole class reading VIPERS LQ: How can I explore new vocabulary in a text? LQ: How can I orally explore a text in more detail? LQ: How can I explore a text in more detail?	LQ: How can I edit a non - chronological report?	Presenting findings from Computing and Art topic.	Hot task: Use Seesaw to record a short video clip. Acting out how their plants grow best and explain what is needed to make this happen.			
End of unit assessment	<b>SATs Practise Papers</b>		Hot task -short burst suspense writing.					

	Geography	History	DT	Art	Computing	RE
--	-----------	---------	----	-----	-----------	----

Year:	Yr2	Term:	Spring 2	Learning Challenge question	Which internationally famous person did something incredible in the past? (World History Unit)	MTP
-------	-----	-------	----------	-----------------------------	--	-----

Prior Learning		Children have learned about Greta Thuberg and her contribution to the environment during Literacy.		<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To use a range of materials creatively to design and make products</p>	<p>Use of search engines in previous units of learning</p> <p>SMART objectives</p>	N/A as PSHE will be taught this half term
Pre & post assessments		<p><b>Wk 1</b> - Title Page - Picture artwork - I think this person is internationally famous because_____.</p> <p><b>Wk 3</b> - Return to the picture and update the reason for the person being famous.</p>				
		<b>Wk 3</b> - Recall quiz - historical enquiry.			End of unit Powerpoint presentations	
Unit assessment				Continually assessment of sketching, designing skills,	End of unit Powerpoint presentations	

1		Title page and cold task		<b>LQ: How are we inspired by illustrators and artists?</b> Children to use their sketch book to sketch an inspirational figure in a setting that will inspire their sculpture.	LQ: How can I use search engines to research facts?	
2	<i>Exploring American South African History - First Black President.</i>	<b>LQ: What was segregation?</b>  <b>LQ: Who was Nelson Mandela?</b>		<b>LQ: How are we inspired by illustrators and artists?</b> Children to use their sketch book to design their sculpture.	LQ: How can I use powerpoint? (introduction to new software)	
3	Finding America on a map to show information about Rosa Parks.	<b>LQ: Who is Rosa Parks?</b>  <b>LQ: Who is Barack O</b>  <b>Mid-point assessment &amp; return to cold task?</b>		LQ: How will I use sculpture to respond to an inspirational figure from the little people, big minds books? Children to explore collage to decorate their plinth with images linked to their inspirational person.	LQ: How can add text and edit	
4	<i>Exploring American History - First Black President.</i>	<b>LQ: Who is Emily Davison?</b>  <b>LQ: How can I compare significant people?</b>  <b>Comparative Study - Rosa Parks / Emily Davison</b>  <b>Barack Obama / Nelson Mandela</b>		LQ: How will I use sculpture to respond to an inspirational figure from the little people, big minds books? Children to use plasticine to create a 3D sculpture of a figure, inspired by the illustrators of little people, big minds books.	LQ: How can I search and find images for my powerpoint?	



Year:	Yr2	Term:	Spring 2	Learning Challenge question	Which internationally famous person did something incredible in the past? (World History Unit)	MTP
-------	-----	-------	----------	-----------------------------	--	-----

5		End of unit assessment		LQ: How will I use sculpture to respond to an inspirational figure from the little people, big minds books?	LQ: How can I present my powerpoint?	
End of Unit assessment		Comparative Study - Rosa Parks / Emily Davison  Barack Obama / Nelson Mandela		Sculpture of internationally famous person made with playdough.	End of unit Powerpoint presentations	

	Music	PSHE	PE	
			Games	Dance / Gymnastics
Prior Learning		Children have learnt about the Zones of Regulation.		
Pre & post assessments			Children will record how fast they can run, and how far they can jump and throw in week 1.	

			In week 5, the children will record themselves again performing the same tests as week 1 and see the comparison.	
Unit assessment			Master basic movements including, running, jumping, throwing, catching, as well as developing agility, balance and coordination, and begin to apply these in a range of activities.	
1	Languages week	<p>I know what money is.</p> <p>I know that money comes from different sources.</p> <p>How do we make choices about spending money?</p>	<p>The children are going to further develop the technique of sprinting. They will understand the three phases of a running race (beginning, middle &amp; end). <b>LQ: When sprinting what are the key things you need to do?</b></p>	LQ: How can I travel and support my own body weight in curled positions?
2	<p>LQ:How do I create short sequences of sound?</p> <ul style="list-style-type: none"> <li>I can vary my animal sounds by changing my: <ul style="list-style-type: none"> <li>tempo (speed – fast and slow)</li> <li>dynamics (volume – loud and quiet)</li> </ul> </li> <li>I can create different timbre (sounds) from the same instrument</li> <li>I can work as a group, using tempo and dynamics when</li> </ul>	<p>I know about different forms of money.</p> <p>I know different ways of spending money.</p> <p>I know the difference between <i>needing</i> and <i>wanting</i>.</p>	<p>The children are going to further develop their understanding of running and jumping over hurdles. They will develop their ability to run, jump, and remain balanced when landing. <b>LQ: How do we get over the hurdles?</b></p>	LQ: How can I stretch whilst in balance and create a sequence which flows and involves arching and stretching?

Year:	Yr2	Term:	Spring 2	Learning Challenge question	Which internationally famous person did something incredible in the past? (World History Unit)	MTP
-------	-----	-------	----------	-----------------------------	--	-----

	creating a short section of sound that represents an animal.			
3	<p>To copy a short rhythm and recognise simple notation</p> <ul style="list-style-type: none"> <li>I can describe my ideas about a piece of music.</li> <li>I can accurately copy a rhythm by clapping.</li> <li>I can clap a rhythm in time with the music.</li> </ul>	<p>What groups and communities am I a part of?</p> <p>To know the different roles people have in our lives</p> <p>About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p>	<p>Children are going to further develop their jumping for distance. They will understand and be able to demonstrate how to increase their jumping distance. They will also understand how to land correctly. <b>LQ: How do you increase your jumping distance?</b></p>	<p><b>LQ:</b> I can create a sequence with seamless transitions between stretches and curls and arch my body?</p>
4	<p>To learn a traditional song from Ghana.</p> <ul style="list-style-type: none"> <li>I can explain what 'call and response' means in music</li> <li>I can sing along in time to the response parts of the 'Che Che Kule' song</li> <li>I can perform a call and response song with actions</li> </ul>	<p>To know about different types of families.</p> <p>Understanding different types of family structures</p> <p>About different types of families including those that may be different to their own</p> <p>Exploring different roles within the family</p>	<p>The children will be introduced to the triple jump and learn the sequence of run, hop, skip and jump and understand the difference between all three areas. <b>LQ: What is the difference between leaping and jumping?</b></p>	<p>LQ: How can I stretch and curl whilst performing a variety of gymnastic movements and show inversion and counter balance using the apparatus?</p>

5	<p>To create rhythms based on 'call and response'</p> <ul style="list-style-type: none"> <li>• I can work with my partner to think of a question (call) and a short answer (response) about animals</li> <li>• I can play my call (question) and response (answer) using a simple rhythm on an untuned percussion instrument</li> <li>• I can work with my group to choose a structure for our rhythms</li> <li>• We can record this structure in the right order</li> </ul>	How can we look after the environment?	<p>The children are going to develop their overarm technique (throwing for distance). They will understand the importance of the lower body when throwing. LQ: When throwing a ball, why is your lower body important?</p>	<p>LQ: How can I can form front and back supports and demonstrate a variety of ways of travelling into and out of supports?</p>
End of Unit Assessment			<p>The children should have gained a good understanding of what to do in the three phases of sprinting and understand how to effectively leap over hurdles. They will also be able to incorporate running, jumping &amp; landing correctly.</p>	