

MEDIUM TERM PLANNING



YEAR: 2

TERM: Autumn

TOPIC: What is special about Hetton?

SUBJECT	NATIONAL CURRICULUM	STICKY KNOWLEDGE	SKILLS	EVIDENCE
History	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally. significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> To know the importance of coal mining to the local area –biggest supplier to the country and main source of employment. To know that children as young as 5 would work in the mines. Who is George Stephenson- Hetton railway –how has transport changed since 1900? To know what a strike is and how the closure of the mines affected the local area. To know names of key features of a colliery and their functions. 	<ul style="list-style-type: none"> To show chronological understanding though sequencing events on a time line. To use vocabulary such as ‘long time ago’ ‘recently’ ‘past’ present. To compare the life of a child from Hetton in the 1800’s 1900’s and now- jobs and life at home. To differentiate between things that were important in Hetton 100 years ago- Food, activities, folk art/ poetry/music. Compare photographs and old maps. To debate about the miners strike. 	<ul style="list-style-type: none"> Completed time -line Postcard from perspective of a child male/female. Comparison table Mining poem Photographs and comment cards on miners strike debate. Labelled diagram of colliery. Practical activity – exploring mining artefacts and their uses.
Geography	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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. use world maps, atlases and globes to identify the United Kingdom and its countries use simple compass directions (North, South, East and West) and locational and directional language. 	<ul style="list-style-type: none"> Recognise a map of the United Kingdom. To know the 4 countries in the UK and their capital cities. To identify where Hetton is on a map and know it is in the North-East of England. To compare old maps/photographs 	<ul style="list-style-type: none"> 4 points of the compass/ identify North Use a variety of mediums to identify key areas of the UK-Atlas-OS map, google maps. To complete a map with key areas. To be able to direct using simple positional language. Comparison of old and new maps-what has changed (linked to history) 	<ul style="list-style-type: none"> Create a compass and label cardinal/intercardinal directions. Position and direction activity using compass directions. Completed map of UK- capital cities and countries. Create a map of local area- link to walk and key buildings.
Art	<ul style="list-style-type: none"> to use drawing to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> To know Ray Lonsdale is a local artist and some key pieces of work. 	<ul style="list-style-type: none"> To develop sketching skills 	<ul style="list-style-type: none"> Completed sketches/artwork of ‘and the village

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	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists 	<ul style="list-style-type: none"> To visit and sketch and The Village Remains: The Last Tub' using different grades of pencil to shade light and dark. 	<ul style="list-style-type: none"> To create their own sketch inspired from existing sculpture, To use To use charcoal to create mining picture. 	<p>remains as well as some local landmarks.</p> <ul style="list-style-type: none"> Photo and notes about Ray Lonsdale and his work. Charcoal artwork of Eppleton Colliery.
DT	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of ingredients, according to their characteristics evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> Describe ingredients and measure with simple scale. To discuss appropriate tools to use for a purpose. 	<ul style="list-style-type: none"> To research local dishes using ICT and questionnaires. To design and create a food product originating from coal mining communities. To evaluate their finished product 	<ul style="list-style-type: none"> Questionnaire/ collage of design ideas. Photos of finished product. Evaluation form
Science	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 7 life processes linked to humans, animals and plants. How to identify living/dead/never living. To know a habitat is a natural environment or home of a variety of plants and animals. A microhabitat is a very small habitat, for example for woodlice under stones, logs or leaf litter. To know what a food chain is. 	<ul style="list-style-type: none"> Use science vocabulary to describe life processes. To be able to classify and identify items into living/dead/never living. Spider key comparing different habitats. Create a food chain using labels and information. 	<ul style="list-style-type: none"> Activity sheets Table of collected items Tally and bar graph of animals Spider key-Animal and features of habitat. Completed food chain
Music	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Songs and poems are important for us to understand events that have happened. 	<ul style="list-style-type: none"> To learn and perform some traditional North -east songs. 	<ul style="list-style-type: none"> Photographs

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Computing	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> To know an algorithm is a set of instructions. To know that programs can be created including games and programs they use at home and school through clear instructions. 	<ul style="list-style-type: none"> Children can explain what an algorithm is. Children can create a computer program using computing language. Children can predict the behaviour of their classmates programs. 	<ul style="list-style-type: none"> Algorithm activity Completed program (screenshot) Link final program to a relevant story- St Bede
PE				
RE	<ul style="list-style-type: none"> What can we learn from the story of Venerable Bede? How and why is light important at Christmas? 	<ul style="list-style-type: none"> Introducing stories about Bede and his influence: Impact of Belief, Expressions of Belief To understand the symbolic meaning behind light/ candles as a symbol for Jesus. 	<ul style="list-style-type: none"> To be able to order and complete story about Bede. To create a Christingle to represent Jesus' light. 	<ul style="list-style-type: none"> Story map/timeline Completed Christingle.
RAISING ASPIRATIONS	Children to have pride in the rich heritage of the local area. To understand the limitations that existed the past and how their life aspirations can be very different.			
ADDITIONAL READING	Class book to be read for pleasure- unlinked to topic 'the faraway tree'			
ADDITIONAL WRITING	Report at the end of topic detailing learning.			
EDUCATIONAL VISITS	Durham mining museum. Local area walk			