

Year 2 Long Term Plan

	Autumn 1		Autumn 2		Spring 1		Spring 2			Summer 1		Summer 2		
Key question:	<p><u>Why would a dinosaur not make a good pet?</u> <u>Why do we love to be beside the seaside?</u> <u>What was it like when the Queen came to the throne in 1953?</u></p>				<p><u>What is our school made of?</u> <u>How can we grow our salad?</u> <u>Would a Minion like to live in Newton Abbot?</u></p> <p><u>Where would you prefer to live: England or Africa?</u> <u>Why was Neil Armstrong a very brave explorer? (Include Tim Peake)</u></p>					<p><u>How will 5 a day help me be healthy?</u> <u>Why Did the Titanic Sink?</u></p>				
Babcock English Text	Could a Penguin Ride a Bike? Wanted		How to catch Santa? Man on the Moon [John Lewis – Christmas advert 2015]		Fatou Fetch the Water The Train Ride		Grow your own Lettuce The Disgusting Sandwich			Ellworth Extraordinary Electric Ears Outdoor Wonderland		Amelia Earhart Dino- Dinners		
Cross curricular English	Have you filled a bucket today? Silly Billy Poetry – I’m absolutely full tonight Operation Night Monster		Harry and the Bucket full of Dinosaurs Dinosaur Pet All about Orang-utans Christmas Story The Dinosaur that Pooped Christmas		Gorilla and the Tunnel The Jolly Postman Twist in the Tale The Window There’s No Place like Home		Lila and the Secret of Rain Bringing the Rain to Kapiti Plain Cinderella Life in Africa			Bob the Man on the moon stories The Chocolate Cake		Bog baby Media literacy – Titanic clips		
White Rose Maths	Place Value (within 10)	Addition and Subtraction	Measurement Money	Multiplication and Division	Multiplication and Division	Statistics	Geometry: Shane	Fractions	Measurement: Length and Height	Consolidation	Multiples of 2,5, 10 to be included	Fractions Geometry: Position and Direction	Place Value (within 100)	Measurement: Money and Time
Cross curricular Maths	Statistics – graphs and charts Measuring – science Dates and time lines Money Weight				Addresses and house Numbers Odd/even numbers Compass directions			Measurement – temperature /rainfall			Measuring- length / weighing		Problem solving	
Science	<p>Animals</p> <ul style="list-style-type: none"> Explore and Compare the difference 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 				<p>Materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials including woods, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 					<p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees. 				

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	<p>animals and plants and how they depend on each other.</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats including micro habitats. 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. <p>Identifying and Classifying:</p> <ul style="list-style-type: none"> Can they organise things into groups? Can they find simple patterns (or associations)? Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not? <p>Recording findings</p> <ul style="list-style-type: none"> Can they use to record their observations? Can they measure using? 	<ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out why plants need water, light and a suitable temperature to grow and stay healthy 	<ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, 	
History/Geography	<ul style="list-style-type: none"> Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas? Can they find where they live on a map of the UK? Identify key physical features – beach, cliff, coast, forest, sea, ocean, river, soil, valley, vegetation, season and weather Identify key human features – city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Changes within living memory – Where appropriate these should be used to reveal changes in national life</p> <p>Events beyond living memory that are significant either nationally or globally.</p> <p>The lives of significant individuals who have in the past contributed to national and international achievement</p> <p><i>Significant historical events, people and places in their own locality (Guy Fawkes)</i></p>	<ul style="list-style-type: none"> Use Aerial photographs and plan perspectives to recognise landmarks and basic human and physical features <ul style="list-style-type: none"> Describe a simple map and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surroundings Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas? Can they find where they live on a map of the UK? Identify key physical features – beach, cliff, coast, forest, sea, ocean, river, soil, valley, vegetation, season and weather Identify key human features – city, town, village, factory, farm, house, office, port, harbour and shop Use world maps, atlases and globes to identify Use world map, atlases and globes to identify the countries, continents and oceans 	<ul style="list-style-type: none"> Events beyond living memory that are significant either nationally or globally. <p>The lives of significant individuals who have in the past contributed to national and international achievement</p> <p>Use simple compass direction (North, South, East and West) and directional language (for example, near and far; left and right) to identify the location of features and routes on a map.</p>

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	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify • Use world map, atlases and globes to identify the countries, continents and oceans 					
Computing	<p>Algorithms and Programs</p> <p>Can they predict the outcomes of a set of instructions?</p> <ul style="list-style-type: none"> • Can they use right angle turns? • Can they use the repeat commands? • Can they test and amend a set of instructions? • Can they write a simple program and test it? • Can they predict what the outcome of a simple program will be? 		<p>Data Retrieving and ORGANISING</p> <ul style="list-style-type: none"> • Can they find information on a website? • Can they click links in a website? • Can they print a web page to use as a resource? • Can they experiment with text, pictures and animation to make a simple slide show? • Can they use the shape tools to draw? 		<p>Communication</p> <ul style="list-style-type: none"> • Can they send and reply to messages sent by a safe email partner (within school)? • Can they word process a piece of text? • Can they insert/delete a word using the mouse and arrow keys? • Can they highlight text to change its format (B, U, I)?? 	
E- Safety	E-Safeguarding curriculum taught at the start of each term, embedded throughout the year.					
PSHE	<p>IT'S OUR WORLD</p> <ul style="list-style-type: none"> • The wider community and local democracy • Rights and responsibilities • Environmental awareness and sustainability issues 	<p>SAY NO!</p> <ul style="list-style-type: none"> • Drugs Education: medicines and legal drugs • Drugs Education: illegal drugs and risk-taking behaviour • Feeling safe • Anti-bullying 	<p>MONEY MATTERS</p> <ul style="list-style-type: none"> • Understanding finance and money • Shopping and budgeting • Risk and debt • Goal-setting and motivation 	<p>WHO LIKES CHOCOLATE?</p> <ul style="list-style-type: none"> • Fair trade • Globalisation Inequalities • Hunger and poverty • Media and stereotyping 	<p>PEOPLE AROUND US</p> <ul style="list-style-type: none"> • Global citizenship • Different identities around the world • Challenging prejudice • Support networks – relationships and families 	<p>GROWING UP</p> <ul style="list-style-type: none"> • SRE: Differences; Growing up; Puberty & reproduction • Managing change • Preparing for transition
Art	<p>Painting</p> <ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? 	<p>Collage</p> <ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their 	<p>Knowledge</p> <p>Can they link colours to natural and man-made objects?</p> <ul style="list-style-type: none"> • Can they say how other artist/craft 	<p>3D</p> <ul style="list-style-type: none"> • Can they add texture by using tools? • Can they make different kinds of shapes? 	<p>Drawing</p> <ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? 	<p>Sketch Books</p> <p>Can they begin to demonstrate their ideas through photographs and in their sketch books?</p>

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	<ul style="list-style-type: none"> • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? 	collage and explain why they have chosen them? <ul style="list-style-type: none"> • Can they use repeated patterns in their collage? • Can they make a clay pot? • Can they join two finger pots together? • Can they add line and shape to their work? • Can they join fabric using glue? • Can they sew fabrics together? • Can they create part of a class patchwork? 	maker/designer have used colour, pattern and shape? <ul style="list-style-type: none"> • Can they create a piece of work in response to another artist's work? 	<ul style="list-style-type: none"> • Can they cut, roll and coil materials such as clay, dough or plasticine? 	<ul style="list-style-type: none"> • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	<ul style="list-style-type: none"> • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work?
	Use of ICT Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture? Knowledge • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art?					
DT	Can I make light house?	Can I design and make a special outfit?	Can I build a model of a local place?	Can I make a fruit salad?	Can I design the inside of the Titanic	
	<ul style="list-style-type: none"> • Can they join materials together as part of a moving product? • Can they add some kind of design to their product? 	<ul style="list-style-type: none"> • Can they measure textile? • Can they join textiles together to make something? • Can they cut textiles? • Can they explain why they chose a certain textile? 	<ul style="list-style-type: none"> • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger? 	<ul style="list-style-type: none"> • Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen? 	<ul style="list-style-type: none"> • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? • Can they consider how to improve their construction? 	
Music (Charanga)	Ho Ho Ho	I Wanna play in a band	In the Groove	Zoo time	Friendship Song	Reflect, Rewind ,Replay
<p><u>Performing</u> • Do they sing and follow the melody (tune)? • Do they sing accurately at a given pitch? • Can they perform simple patterns and accompaniments keeping a steady pulse? • Can they perform with others? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo?</p> <p><u>Composing</u> • Can they order sounds to create a beginning, middle and end? • Can they create music in response to? • Can they choose sounds which create an effect? • Can they use symbols to represent sounds? • Can they make connections between notations and musical sounds?</p> <p><u>Appraising</u> Can they improve their own work? • Can they listen out for particular things when listening to music?</p>						

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RE	Who is a Muslim and how do they live? Part 1	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? Part 2	Why does Easter matter to Christians?	What is the good news Christians believe Jesus brings?	What makes some places sacred to believers
PE	Dance <ul style="list-style-type: none"> • Can they dance imaginatively? • Can they change rhythm, speed, level and direction? • Can they dance with control and co-ordination? • Can they make a sequence by linking sections together? • Can they link some movements to show a mood or feeling 		Gymnastics <ul style="list-style-type: none"> • Can they plan and show a sequence of movements • Can they use contrast in their sequences? • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence? 		Games <ul style="list-style-type: none"> • Can they use hitting, kicking and/or rolling in a game? • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules? 	
<u>Acquiring and developing skills</u> • • Can they copy and remember actions? • Can they repeat and explore actions with control and coordination <u>Evaluating and improving</u> • Can they talk about what is different between what they did and what someone else did? • Can they say how they could improve? <u>Health and fitness</u> • Can they show how to exercise safely? • Can they describe how their body feels during different activities? • Can they explain what their body needs to keep healthy?						
Global	Embedding Rights Respecting Action Plan.					
		Children in Need		Comic Relief World Book Day		
Outdoor Learning	Seaside safety codes Seaside visit		1950's outdoor games – hopscotch, marbles, skipping, ball games	Pond Dipping Local environment walk Growing fruit, vegetables, plants	Pond Dipping Local environment walk Growing fruit, vegetables, plants	
Curriculum Enrichment	Harvest festival Seaside visit	Christmas Production	Zoo trip		Picnic in the Park Visit to an allotment	