

Year 2 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>The Great Fire of London</i>	<i>A Christmas Carol</i>	<i>Beatrix Potter</i>	<i>Lake District and Chicks</i>	<i>Charlie and the Chocolate Factory</i>	<i>India</i>
<i>English</i>	<p>Novel: Toby and the Great Fire of London Poem: Paul Perro The Great Fire of London</p> <p>Key Genres: Diary entry Descriptive writing (describing the fire) Instructions – Making bread</p> <p>WC 10th Oct – Book Week</p>	<p>Novel: A Christmas Carol Poem: The Owl and the Pussycat</p> <p>Key Genres: Diary entry Retelling Character descriptions Letter to Scrooge Report on the workhouse</p> <p>Guided reading skills</p>	<p>Novel: Peter Rabbit and other Beatrix Potter stories.</p> <p>Key Genres: Biography Retelling stories Writing our own Beatrix Potter style stories</p> <p>Guided reading skills</p>	<p>Non-fiction texts</p> <p>Key Genres: Non-chronological report on the Lake District Recount – Chick diaries How to care for chicks leaflet</p> <p>Guided reading skills</p>	<p>Novel: Charlie and the Chocolate Factory</p> <p>Key Genres: Diary entry Descriptive writing – chewing gum meal Descriptive writing – creating our own chocolate bar</p> <p>Guided reading skills</p>	<p>Novel: Jungle Book</p> <p>Key Genres: Character descriptions Retelling stories Non-chronological reports – Indian animals Descriptive writing – Indian menu</p>
<i>Mathematics</i>	<p>Place value – Numbers within 20/50/100</p> <p>Number bonds</p> <p>Addition and subtraction (1 digit:1 digit, 2 digit :1 digit)</p>	<p>Addition and Subtraction (2 digit :2 digit)</p> <p>Money</p>	<p>Time</p> <p>Multiplication & Division</p> <p>Odd & Even numbers</p> <p>Statistics & data</p>	<p>2D & 3D shapes</p> <p>Fractions</p>	<p>Length</p> <p>Position, direction & movement</p> <p>Time – 5 minute intervals</p> <p>Revision of 4 main operations and fractions of number (arithmetic)</p>	<p>Weight & Mass</p> <p>Capacity</p> <p>Temperature</p> <p>Revision of 4 main operations and fractions of number (arithmetic)</p>
<i>Science</i>	<p>Uses of everyday materials</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including 	<p>Living things and their habitats</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and 	<p>Animals, including humans</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring 	<p>Chicks Seasons – Spring</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Notice that animals, including humans, have 	<p>Plants</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants 	<p>Weather Seasons – Summer</p> <p>Revision of each unit taught this year.</p>

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	<p>wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <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>things that have never been alive</p> <ul style="list-style-type: none"> 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 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>which grow into adults</p> <ul style="list-style-type: none"> Find out about and describe the basic need 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>offspring which grow into adults</p> <ul style="list-style-type: none"> Find out about and describe the basic need of animals, including humans, for survival (water, food and air) 	<ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	
<p><i>Art and Design</i></p>	<p>Great Fire of London <u>Skills</u> Mixing primary and secondary colours Warm & cold colours Colour wheel Painting Collage Charcoal drawings</p> <p><u>Artist</u> Wassily Kandinsky</p>	<p>A Christmas Carol <u>Skills</u> Drawing Print making</p> <p><u>Artist</u> William Morris</p>	<p>Beatrix Potter <u>Skills</u> Shades and tones Pastels Water colours Symmetry</p> <p><u>Artists</u> Georgia O’Keefe Beatrix Potter</p>	<p>Lake District/ Chicks <u>Skills</u> Collage (tearing paper) Perspective landscape Textiles – stitching Observational drawing - chicks</p> <p><u>Artist</u></p>	<p>Charlie & the Chocolate Factory <u>Skills</u> Drawing</p> <p><u>Artist</u> Picasso</p>	<p>India/ Jungle Book <u>Skills</u> Clay sculpture Rangoli patterns Henna Digital media Textiles – Dip dye</p> <p><u>Artist</u> Tbc</p>

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<p><i>Computing</i></p>	<p>To communicate Recap on Textease – design a Tudor house (Topic links) Build Microsoft word skills. Saving, finding and retrieving. Great fire of London website (topic links) Typing skills (literacy links)</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages. 	<p>To collect Data handling (textease) (Maths links to measure) Recording and creating simple graphs (science links)</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Use simple databases to record information in areas across the curriculum 	<p>E-Safety/To connect Internet Safety Day (literacy links)</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Understand online risks and the age rules for sites. 	<p>To connect/To communicate Writing blogs on chicks (Topic and literacy link)</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Participate in class social media accounts. 	<p>To code <u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Specify user inputs (such as clicks) to control events. • Specify the nature of events (such as a single event or a loop). <p>Codable and Scratch Jnr <u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Control motion by specifying the number of steps to travel, direction and turn. • Add text strings, show and hide objects and change the features of an object. • Select sounds and control when they are heard, their duration and volume. • Control when drawings appear and set the pen colour, size and shape. 	<p>To communicate Creating Indian animal powerpoints</p> <p>Overview (check milestone 1 has been completed) Assessment.</p>
<p><i>Design and Technology</i></p>	<p>Great fire of London Bread and Tudor houses.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. • Suggest improvements to 	<p>Victorian toys Moving person Kite</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Use a range of different joining techniques. • Use materials to practice drilling, screwing gluing and nailing to 	<p>Beatrix Potter and William Morris. Carrot cake, William Morris prints</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Measure or weigh using measuring cups or electronic scales. 	<p>Chicks Design a hen house (linked to science)</p>	<p>Charlie and the Chocolate Factory Where does food come from? Create 3d chocolate box packaging</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Measure and mark out to the nearest centimetre. 	<p>India Health Week – Food project. Healthy Indian food and design a Diwali clay pot.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Shape textiles using templates.

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	<p><i>existing designs. (Tudor artefacts.)</i></p>	<p><i>make and strengthen products.</i></p>	<ul style="list-style-type: none"> • <i>Assemble or cook ingredients.</i> • <i>Suggest improvements to existing designs. (Wallpaper designs.)</i> 		<ul style="list-style-type: none"> • <i>Model designs using software.</i> • <i>Use software to design.</i> • <i>Design products that have a clear purpose and an intended user.</i> • <i>Make products, refining the design as work progresses.</i> • <i>Explore how products have been created.</i> • <i>Explore objects and designs to identify likes and dislikes of the designs.</i> 	<ul style="list-style-type: none"> • <i>Join textiles using running stitch.</i> • <i>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing.)</i> • <i>Design products that have a clear purpose and an intended user.</i>
<p><i>Geography</i></p>	<p>London maps of the fire: Spread of the fire</p>	<p>British Empire:</p>		<p>Lake District:</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • <i>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</i> • <i>Use aerial images and plan perspectives to</i> 	<p>Where chocolate comes from:</p>	<p>India:</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • <i>Name and locate the world's continents and oceans.</i> • <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the U.K. and of a contrasting non-European country.</i> • <i>Identify seasonal and daily weather patterns in the U.K. and the location of hot and cold areas of the world in relation to</i>

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				<p><i>recognise landmarks and basic physical features.</i></p> <ul style="list-style-type: none"> • <i>Identify land use around the school.</i> • <i>Use compass directions and locational language (near and far etc) to describe the location of features and routes on a map.</i> • <i>Devise a simple map, and use and construct basic symbols in a key. Use simple grid reference. (A1, B1)</i> <p>• <i>Identify seasonal and daily weather patterns in the U.K. and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</i></p>		<p><i>the equator and the North and South Poles.</i></p> <ul style="list-style-type: none"> • <i>Ask and answer geographical questions. (Such as: What is this place like? What do people do in this place?)</i> • <i>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</i> <p>National Curriculum: To name and locate the world's seven continents and five oceans To look at the key physical features (cover national curriculum vocabulary).</p>
<i>History</i>	<u>The Great Fire of London</u>	<u>Victorians</u> <u>Significant Individuals</u> Queen Victoria	<u>Significant Individuals</u> Beatrix Potter <u>Learning objectives:</u>			

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	<p>Events beyond living memory – The great fire of London. Samuel Peeps</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Describe Historical events • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? 	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Recognise that there are reasons why people in the past acted as they did. <p>National Curriculum:</p> <ul style="list-style-type: none"> - The lives of significant people in the past who have contributed to national and international achievements. <p>Compare aspects of life with different periods of time</p>	<ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Recognise that there are reasons why people in the past acted as they did. <p>National Curriculum:</p> <ul style="list-style-type: none"> - The lives of significant people in the past who have contributed to national and international achievements. - Compare aspects of life with different periods of time. 		
	<p>Continuous teaching of historical skills taught in KS1:</p> <p>To understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation’s history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 				
<p><i>Music</i></p>	<p>Ukulele</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<p>Recorders</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 			

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	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music. 			<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music. 		
PE	<p>REAL PE Coordination- Footwork</p> <p>Static Balance – One leg</p> <p>Dynamic Balance to Agility – Jumping and landing</p> <p>Dance Great fire of London – BBC unit</p>	<p>REAL GYM Gymnastics</p> <p>Football</p>	<p>REAL PE Dynamic balance – On a line</p> <p>REAL GYM Gymnastics</p> <p>Skipping</p>	<p>REAL PE Co-ordination – Ball skills</p> <p>Static balance – Seated</p> <p>Counter balance – With a partner</p> <p>Static balance – Stance</p> <p>Skipping</p>	<p>REAL PE Co-ordination – Sending and receiving</p> <p>Static Balance – Floorwork</p> <p>Agility – Ball chasing</p> <p>Agility – Reaction and Response</p> <p>Cricket – Yorkshire Cricket COACH</p>	<p>REAL PE Co-ordination – Footwork</p> <p>Any REAL PE skills missed through the year due to weather/ sport coaches etc</p> <p>Dance Bollywood (India topic)</p> <p>Athletics</p>
PHSCE	<p><u>Keeping safe and managing risk:</u> <u>Indoors and outdoors</u> Pupils learn:</p> <ul style="list-style-type: none"> about keeping safe in the home, including fire safety about keeping safe outside about road safety 	<p>WC – 14th Nov Anti-Bullying Week</p> <p><u>Mental health and emotional wellbeing:</u> <u>Friendship</u> Pupils learn:</p> <ul style="list-style-type: none"> about the importance of special people in their lives about making friends and who can help with friendships about solving problems that might arise with friendships 	<p><u>Sex and relationship education:</u> <u>Boys and girls, families</u> Pupils learn:</p> <ul style="list-style-type: none"> to understand and respect the differences and similarities between people about the biological differences between male and female animals and their role in the life cycle the biological differences between male and female children about growing from young to old and that they are growing and changing that everybody needs to be cared for and ways in which they care for others about different types of family and how their home-life is special 	<p><u>Drug, alcohol and tobacco education:</u> <u>Medicines and me</u> Pupils learn:</p> <ul style="list-style-type: none"> why medicines are taken where medicines come from about keeping themselves safe around medicines <p>Asthma lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use 	<p><u>Physical health and wellbeing:</u> <u>What keeps me healthy?</u> Pupils learn:</p> <ul style="list-style-type: none"> about eating well about the importance of physical activity, sleep and rest about people who help us to stay healthy and well and about basic health and hygiene routines 	

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<i>RE/Christian Value</i>	Christian Value – Thankfulness/Respect Who made the world?	Christian Value – Friendship/Service What does Christmas matter?	Christian value – Trust/Perseverance What is the Good news Jesus brings?	Christian value – Forgiveness/ Hope Why does Easter matter to Christians?	Christian Value – Peace/Compassion Who is Muslim and what do they believe?	Christian value – Courage/ Truthfulness What makes some places sacred to believers?
<i>French</i>	Numbers 1-12 Core vocabulary – Greetings	Comparing Celebrations Christmas Nativity Characters Musical Instruments	Instructions Vegetables Beatrix Potter	Seasons Easter French Traditions Chicks	Seasons Names & Ages	French Culture Bastille Day & crafts