

Long Term Plan for Year 2 (2019-2020) Miss Holmes

Subject	T1	T2	T3	T4	T5	T6
<p>English</p> <p><i>(with key texts)</i></p> <p>Aim for 2 pieces of Rainbow Writing per term</p>	<ul style="list-style-type: none"> Non-fiction: Reading and writing information texts on foxes (Week 1) Narratives: Stories with familiar settings and familiar themes <p><i>Teacher written information texts on foxes</i></p> <p><i>The Tiger who came to Tea</i></p> <p><i>The cat who lost his purr</i></p> <p><i>Dogger</i></p> <p><i>Peace at Last</i></p>	<ul style="list-style-type: none"> Poetry: list poems; alliteration; rhyme Narratives: Stories with familiar themes and patterns (Winter stories) <p><i>Ten things found in an Autumn Spell (Teacher-written)</i></p> <p><i>The Sound Collector</i></p> <p><i>Spaghetti! Spaghetti! Spaghetti! (and other food poems)</i></p> <p><i>We're going on an animal hunt (Teacher-written)</i></p> <p><i>Bear Snores On</i></p> <p><i>Foxes in the Snow</i></p>	<ul style="list-style-type: none"> Non-fiction: information posters/ non-chronological reports Non-fiction: instructions <p><i>Non-fiction texts on polar animals (links to geography)</i></p> <p><i>Real life instruction texts, e.g. recipe books (cooking)</i></p>	<ul style="list-style-type: none"> Narratives: Fairy tales and traditional tales <p>SATs Preparation</p> <p><i>Goldilocks and the Three Bears</i></p> <p><i>Three Billy Goats Gruff</i></p> <p><i>Little Red Riding Hood</i></p> <p><i>The Three Little Pigs</i></p> <p><i>The Little Red Hen (drama)</i></p>	<ul style="list-style-type: none"> Narratives: Stories from other cultures Poetry: African animal list poems and riddles <p>Fictional safari recounts</p> <p>SATs + Animal Project</p> <p><i>Beautiful Bananas</i></p> <p><i>We all went on safari</i></p> <p><i>Teacher written poems</i></p> <p><i>Just So Stories</i></p> <p><i>Lila and the Secret of Rain</i></p>	<ul style="list-style-type: none"> Narratives: Adventure stories Non-fiction: Information books and reports Poetry: following the structure of a poem <p><i>The Lighthouse Keeper series</i></p> <p><i>The Snail and the Whale</i></p> <p><i>Seaside/ lighthouse information texts</i></p> <p><i>Catch a little rhyme</i></p> <p><i>Ten things found in a wizard's pocket</i></p>

	<i>The best-loved bear</i>	<i>The Jolly postman</i>				
Maths	Separate Long Term Plan (Colour coded on termly basis)					
Science	Uses of Everyday Materials	Living things and their habitats		Fairy Tale Investigations (Further work on materials) (Links to literacy unit Fairy stories and traditional stories)	Animals, Including Humans	Plants
Computing	We are photographers 2.3 <i>Pic Collage App</i> <i>Photo Simple</i> Editing in <i>Photostory 3</i>	We are detectives 2.5 2Respond 2Email 2Publish+ Table	We are Zoologists 2.6 2 Question (branching database) <u>Sorting Games</u> 2 Count (IVT) Take own photos download and produce graphs. 2 Graph based on survey	We are Researchers 2.4 2Connect to note take and present <i>Power Point</i> skills and presentation on Leeds Castle. (Organised digital information pages using Word document- linked to castles)	We are Astronauts 2.1 <u>What is an Algorithm?</u> <u>What is a bug?</u> <i>Scratch Junior App</i> 2 Code Chimp (First few)	We are Game Testers 2.2 <i>Create a 3D Maze Game-Purple Mash</i> <i>Scratch</i> Tell a joke (basic movements) + Seaside related tasks on Purple Mash (links to history topic)
History	The Great Fire of London <i>Events beyond living memory that are</i>			Henry VIII & Elizabeth II <i>(trip to Leeds Castle)</i>		Seaside Holidays <i>(trip to Tankerton)</i> <i>Changes within living memory. Where appropriate, these should</i>

	<i>significant nationally or globally</i>			<i>The lives of significant individuals in the past who have contributed to national and international achievements</i>		<i>be used to reveal aspects of change in national life</i> Links to local area
Geography		Around the World in 80 days <i>Name and locate the world's seven continents and five oceans</i> <i>Use simple compass directions and locational and directional language</i>	Living in the freezer (investigating polar environments) <i>Location of hot and cold areas of the world in relation to the equator and North and South Poles</i>		Mto wa Mbu (Tanzanian village) Comparative study <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</i> (Village walk)	
RE	CHRISTIANITY (METHODISM) <i>Who is a Methodist and what do they believe?</i> - Who started Methodism? - Gospel Story (Horse - SW) - Why was Methodism started? (BELIEVING)	CHRISTIANITY & JUDAISM 1.4 <i>How can we learn from sacred books?</i> - Look at different books that may be special to you. - Focus on treatment of the Bible and The Torah (BELIEVING)	JUDAISM Changed to: 'Who is Jewish and what do they believe?' 1.6 <i>How and why do we celebrate special and sacred times?</i> (Learn about the significance of festivals to the Jewish way of life - Passover; Shabbat; Pesach; Hanukah; Sukkot.) (EXPRESSING)	ISLAM 1.2 <i>Who is a Muslim and what do they believe?</i> - What does God mean to you? - What do Muslims believe about God - Identify significant objects to Muslims. - Share stories about how Muslims think of God: Muhammad and the Cat; The story of the two brothers. (BELIEVING)		CHRISTIANITY (METHODISM) 1.8 <i>How should we care for others and the world, and why does it matter?</i> - Link with Methodism - People known in area who help others. (JCW) (LIVING)
Art			Sculpture Clay, 3D modelling	Artist(s) Study	Painting and Drawing	Seaside Artwork

	<p>Artwork around the Great Fire of London (Work for early display)</p>	<p>Autumn artwork (links to literacy) Leaf rubbings/ leaf prints (pop art style)</p> <p>+ papier mache globes to link with geography topic</p>	<p>Link to animals in science/ penguins work in geography and literacy Toft porcelain Pottery?</p>	<p>Van Gough Painting/ Pastels Starry night</p> <p>+ one other artist to be decided (Hundertwasser?) (Bright artwork?) TaniaWight art (IoW artist- mosaics) https://www.isleofwightarts.com/artist-gallery/taniawightart/4370/</p>	<p>Explore shade and tone using pencil effects, charcoal, pastels, chalk paint, watercolour.</p> <p>Link to geography topic, e.g. Boughton and African village/ African animals skin patterns/ African sunset etc.</p>	(links with literacy)
DT	<p>Design and Make Explore and use mechanisms (e.g. levers, sliders, wheels and axles)</p> <p>Moving vehicles- Fire Engines for Great Fire of London</p>	<p>Art, Craft and Design Dyeing, binca, embroidery</p> <p>Making a Christmas decoration/gift Sewing</p>			<p>Sewing an African animal puppet/ soft toy</p>	<p>Design and Make Building lighthouses</p> <p>Cooking and Nutrition (Use the basic principles of a healthy and varied diet to prepare dishes).</p>
Music	<p>'London's Burning' Learning and singing rhymes and writing verses</p>	<p>Nativity Songs Christmas Songs/ Carols</p>	<p>Tuned Instruments Glockenspiel or Recorders</p>	<p>Tuned Instruments Glockenspiel or Recorders</p>	<p>Music Express 2 The Long and Short of it: Exploring duration</p>	<p>Music Express 2 Feel the pulse: Exploring pulse and rhythm</p>

	<p>with percussion & glockenspiel accompaniments (links to Great Fire of London topic)</p> <p><i>Use voices expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p><i>Play tuned and un-tuned instruments musically</i></p>	<p><i>Use voices expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p><i>listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>(Using Book 1 'Recorder from the beginning)</p> <p><i>Play tuned instruments musically</i></p>	<p>(Using Book 1 'Recorder from the beginning)</p> <p><i>Play tuned instruments musically</i></p>	<p>+ African music</p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p> <p><i>listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>+ seaside songs</p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>
PSHE	<p>How can we help? Group and class rules and why they are important; respecting own and others' rights and needs; privacy; looking after the environment</p>	<p>What is bullying? Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch and what to do if it happens</p>	<p>How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices</p>	<p>What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups</p>	<p>How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings</p>	<p>How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency</p>
PE	<p>Dance (w&s)</p> <p>Tag Rugby</p>	<p>Core stability and flexibility</p> <p>Basketball/ Netball</p>	<p>Key steps mat work gym</p> <p>Hockey</p>	<p>Large gym app</p> <p>Key steps</p> <p>Circuits</p>	<p>Dance</p> <p>OAA</p> <p>Tri-golf</p>	<p>Dance continued</p> <p>Cricket/ Rounders</p>

						Athletics + external activity
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MFL: Conversational greetings may be covered through class routines/register etc. (Non-statutory at KS1)