

Long Term Plan for Year 2

Subject	T1	T2	T3	T4	T5	T6
<p>English</p> <p><i>(with key texts)</i></p> <p>Aim for 1 piece 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>Dogger</i></p> <p><i>Peace at Last</i></p> <p><i>+ additional texts</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> <p><i>+ alternative fairy tales/ tales with a twist</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>

<p>Maths</p>	<ul style="list-style-type: none"> - Place value - Comparing numbers with greater than/less than signs - Reading and writing numbers in numerals and words - Counting in equal sets - Addition & Subtraction - Measures: Money 	<ul style="list-style-type: none"> - Measures: Money - 2D and 3D shapes - Multiplication; arrays - Division - Odd and even numbers 	<ul style="list-style-type: none"> - Statistics and data handling: bar charts, block graphs, pictograms, Venn diagrams, Carroll diagrams, Tally charts - Shape: symmetry - Place value & partitioning - 4 operations: Missing number problems 	<ul style="list-style-type: none"> - Fractions - Addition and subtraction problems - Multiplication and division problems - Measures: Time - Measures: Length and Mass 	<p><i>SATS this term</i></p> <ul style="list-style-type: none"> - Problem solving with the four operations - Geometry: Position, direction and turns 	<ul style="list-style-type: none"> - Fractions: Equivalent fractions - Measures: Money (finding change) - Measures: Capacity and temperature - Measures: Time 		
<p>Science</p>	<p><i>Approach of revisiting topics throughout the year and across the key stage; no separate topics term-by-term; clear distinction between biology, chemistry and physics content</i></p>					<ul style="list-style-type: none"> - Common garden plants; wild plants; deciduous and evergreen trees - Animal groups - Carnivores, herbivores, omnivores - Light - Categorising sounds - Changing materials - Animals, including humans, and their offspring - Living, dead and never been alive - Electricity: electrical appliances; exploring circuits - Forces: pushing objects 	<ul style="list-style-type: none"> - Categorising plants - Structural features of flowering plants - Mammals and amphibians - Comparing foods that animals need - Categorising animals/plants according to the conditions they need to survive - Grouping materials and their properties - Position of the sun and what this tells us about the time of day - Weather and patterns for the four seasons - Electricity: components in electrical circuits - Experimenting with friction/ slope/ movement related to a rolling object 	<ul style="list-style-type: none"> - Similarities and differences in growth of seeds and bulbs - Reviving plants in different conditions - How is the sense of touch important to a blind person? - Healthy eating & exercise: Categorise food types and why each food group is important - Suitable habitats for animals and plants - Food chains for herbivores and carnivores - Properties of materials: suitable for purpose; changing materials by squashing, bending, stretching or twisting - Organising images/ objects related to seasons - Different animal habitats - Similarities and differences between parents and their offspring - Comparing movement of a remote control car and a helicopter drone

Computing	<p>We are photographers 2.3 Pic Collage App Photo Simple Editing in Photostory 3</p> <p><i>& some lessons on basic computing skills</i></p>	<p>We are detectives 2.5 2Respond 2Email 2Publish+ Table</p> <p><i>& some lessons on basic computing skills</i></p>	<p>We are Zoologists 2.6 2 Question (branching database) <u>Sorting Games</u></p> <p>2 Count (IVT) Take own photos download and produce graphs. 2 Graph based on survey</p>	<p>We are Researchers 2.4 2Connect to note take and present Power Point skills and presentation on Leeds Castle.</p> <p>(Organised digital information pages using Word document- linked to castles)</p>	<p>We are Astronauts 2.1 <u>What is an Algorithm?</u> <u>What is a bug?</u> Scratch Junior App 2 Code Chimp (First few)</p>	<p>We are Game Testers 2.2 Create a 3D Maze Game-Purple Mash</p> <p>Scratch Tell a joke (basic movements)</p> <p>+ Seaside related tasks on Purple Mash (links to history topic)</p>
History	<p>The Great Fire of London</p> <p><i>Events beyond living memory that are significant nationally or globally</i></p>			<p>Henry VIII & Elizabeth II (trip to Leeds Castle)</p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements</i></p>		<p>Seaside Holidays (trip to Tankerton)</p> <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p>Links to local area</p>
Geography		<p>Around the World in 80 days</p> <p><i>Name and locate the world's seven continents and five oceans</i></p> <p><i>Use simple compass directions and locational and directional language</i></p>	<p>Living in the freezer (investigating polar environments)</p> <p><i>Location of hot and cold areas of the world in relation to the equator and North and South Poles</i></p>		<p>Tea Farming in Kenya (Kenyan village focus) Comparative study</p> <p><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</i></p>	

					contrasting non-European country (Village walk)	
RE	<p>CHRISTIANITY (METHODISM)</p> <p><i>Who is a Methodist and what do they believe?</i></p> <ul style="list-style-type: none"> - Who started Methodism? - Gospel Story (Horse - SW) - Why was Methodism started? <p>(BELIEVING)</p>	<p>CHRISTIANITY & JUDAISM</p> <p>1.4 <i>How can we learn from sacred books?</i></p> <ul style="list-style-type: none"> - Look at different books that may be special to you. - Focus on treatment of the Bible and The Torah <p>(BELIEVING)</p>	<p>JUDAISM</p> <p>Changed to: 'Who is Jewish and what do they believe?'</p> <p>1.6 <i>How and why do we celebrate special and sacred times?</i></p> <p>(Learn about the significance of festivals to the Jewish way of life - Passover; Shabbat; Pesach; Hanukah; Sukkot.)</p> <p>(EXPRESSING)</p>	<p>CHRISTIANITY (METHODISM)</p> <p>1.8 <i>How should we care for others and the world, and why does it matter?</i></p> <p>Link with Methodism People known in area who help others. (JCW)</p> <p>(LIVING)</p>	<p>ISLAM</p> <p>1.2 <i>Who is a Muslim and what do they believe?</i></p> <ul style="list-style-type: none"> - 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. <p>(BELIEVING)</p>	
Art	<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>Sculpture Clay, 3D modelling</p> <p><i>Link to animals in science/ penguins work in geography and literacy</i></p> <p>Toft porcelain anPottery?</p>	<p>Artist(s) Study</p> <p><i>Van Gough Painting/ Pastels</i> <i>Starry night</i></p> <p>+ one possibly another artist (to be decided)</p>	<p>Painting and Drawing Explore shade and tone using pencil effects, charcoal, pastels, chalk paint, watercolour.</p> <p><i>Link to geography topic, e.g. Boughton and African village/ African animals skin patterns/ African sunset etc.</i></p>	<p>Seaside Artwork (links with literacy)</p>

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>Design and Make</p> <p>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'</p> <p>Learning and singing rhymes and writing verses 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>'Christmas is calling'</p> <p>Nativity Songs</p> <p>Christmas Songs/ Carols</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>'Play that tune'</p> <p>Tuned Instruments Glockenspiel</p> <p><i>Play tuned instruments musically</i></p>	<p>'Compose that tune'</p> <p>Tuned Instruments Glockenspiel</p> <p><i>Play tuned instruments musically</i></p>	<p>'Sounds of Africa'</p> <p>Exploring traditional African music Using percussion, exploring rhythm and tempo, listening to traditional music, identifying instruments etc. Creating and performing African songs using voice and percussion</p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>	<p>'Sounds of the Sea'</p> <p>Exploring sea shanties Seaside songs in history</p> <p>Use sea shanties from 'Fisherman's Friend' as a starting point</p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>

					<i>listen with concentration and understanding to a range of high-quality live and recorded music</i>	
PSHE	What makes a good friend? Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	What is bullying? Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	What jobs do people do? Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	What helps us to stay safe? Health and wellbeing Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	What helps us grow and stay healthy? Health and wellbeing Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	How do we recognise our feelings? Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27
PE	Multisports Dance (Wake & Shake)	Ball skills: Basketball/ Handball/ Rugby Core stability and flexibility Dance (Wake & Shake)	Key steps mat work gym Multiskills	Large gym app Football & team building games Circuits	Dance Cricket/ Rounders	OAA Athletics
<p>MFL: Conversational greetings may be covered through class routines/register etc. (Non-statutory at KS1)</p>						