

Year 2 Long Term Plan

Theme	Mini mappers	How life has changed?	Significant women	Why is water wonderful?	Hot or cold	Famous explorers – 53 degrees north
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook for Learning	Field trip around our local area	Freshwater theatre-magical toy museum	Delve into history-Workshops north west – Florence nightingale	River at Reddish Vale	Explorer dome-environment show KS1	Visit from Anthony Jinman on polar exploration
English Genre and Key Texts	<p>Text: On the Way Home (Jill Murphy) Narrative (innovate) (to entertain)</p> <p>Text: Six-Dinner Sid (Inga Moore) Diary Entry from Sid (to inform)</p> <p>Travel guide to Gorton (to inform)</p> <p>Text: Eating the Alphabet (Lois Ehlert) Class Booklet on how to stay fit and healthy (to inform)</p> <p>Supplementary Texts: First Animal Encyclopaedia: A First Reference Book for Children (by DK) Life Cycles (Straight Forward with Science) (Peter Riley) Animal Life Cycles: Growing and Changing (Nature's Changes) (Bobbie Kalman)</p>	<p>Recount of toy museum visit (to Inform)</p> <p>Text: Dogger (Shirley Hughes) Write a lost and found narrative (to entertain)</p> <p>Text: The Night the Toys Came to Life (Enid Blyton) Write a story about a toy coming to life (to entertain)</p> <p>Christmas biscuits - Instructions (to inform)</p> <p>Supplementary texts: How to live forever (Colin Thompson) Toys!: Amazing Stories Behind Some Great Inventions (Don L. Wulffson) Lucy and Tom Shirley Hughes Toys in Space by Min Grey</p>	<p>Text: When I Grow Up (Jon Hales) Write a poem about a job children would like to do. (to entertain)</p> <p>Text: Brave (Disney/Pixar) Write a character description (to entertain)</p> <p>Text: Marie Curie (Isabel Sanchez Vegara and Frau Isa) Write fact file/biography about a significant woman. (to inform)</p> <p>Supplementary texts: Florence Nightingale (Lucy Lethbridge) Florence Nightingale (Ways Into History) (Sally Hewitt) Fantastically Great Women Who Changed</p>	<p>Text: Recount of our visit to Reddish Vale river (to inform)</p> <p>Text: The Tin Forest (Helen Ward) Diary Entry explaining the changes (to inform)</p> <p>Text: Lila and the secret of rain (David Conway) Narrative- journey of a rain drop.</p> <p>Supplementary texts: Lost and Found (Oliver Jeffers) Olivier and the Sea Winks (Phillip Reeve and Sarah McIntyre) The Big Book of the Blue (Yuvall Zommer) The Rhythm of the Rain (Grahame Baker-Smith) National Trust: Who's Hiding on the River? (Katharine McEwen) The River: An Epic Journey to the Sea (Harry Styles)</p>	<p>Text: Lost and Found (Oliver Jeffers) Narrative (to inform)</p> <p>Text: Dear Greenpeace (Simon James) Letter to Greenpeace about an animal that is living in their pond (to inform)</p> <p>Text: Recount of the visit from the explorer dome (to inform)</p> <p>Fact file hot and cold desert</p> <p>Supplementary texts: One plastic bag (Miranda Paul) The day the ocean went away (Sam Haynes) Here We Are: Notes for Living on Planet Earth- (Oliver Jeffers) The Emperor's Egg (Martin Jenkins) The Night Iceberg (Helen Stephen) The Great Explorer by</p>	<p>Text: The Great Explorer (Chris Judge) Write a setting description. (to entertain)</p> <p>Text: Video clip taken from the literacy shed. <a href="https://www.literacyshed.com/23-degrees-5-minutes.html#">https://www.literacyshed.com/23-degrees-5-minutes.html#</a> Rewrite the monologue recounting his exploring days in the arctic. (to inform)</p> <p>Text: Poetry 10 Things found in an explorer's pocket by Ian McMillan</p> <p>Supplementary texts: The Tunnel (Anthony Browne) Henry the Explorer (Dr Mark Taylor) Great Explorers: Discover the World of Explorers! (James Buckley) See inside exploration and discovery (Emily Bone) Shackleton's journey (William Grill) You wouldn't want to be on Shackleton's polar expedition (Jen Green)</p>

## Year 2 Long Term Plan

	The Enormous Crocodile (Roald Dahl)	Traction Man Mini Grey Lost in the Toy Museum: An Adventure (David Lucas) The Toymaker (Martin Waddell & Terry Milne ) Toys and Games (Sally Hewitt) Alexander and the Wind-up Mouse (Leo Lionni)	The World (Kate Pankhurst) Little People, Big Dreams: Josephine Baker (Ma Isabel Sanchez Vegara) Jane Auston (Ma Isabel Sanchez Vegara) Mother Teresa (Ma Isabel Sanchez Vegara) Maria Montessori (Ma Isabel Sanchez Vegara) Dougal deep sea diary (Simon Bartram)	Rivers (Popcorn: Geography Corner) (Ruth Thompson) River Story (Merideth Hooper) Rivers of the United Kingdom	Chris Deserts (Ladybird Readers) Step into the Desert (Howard Rice) All about the north and south poles (Christina Gardeski)	First to the top (David Hill)
<b>Maths</b>	Number and place value: numbers to 100 Calculations: addition and subtraction Calculations: multiplication 2,5,10 Calculations: multiplication and division 2,5,10	Calculations: multiplication and division 2,5,10 Measurement: length Measurement: mass Measurement: Temperature	Statistics: picture graphs Mid-year tests Calculations: more word problems Measurement: money Geometry: properties of 2D shapes	Geometry: properties of 3D shapes Fractions: fractions Review and revisit	Measurement: time Measurement: volume SATS Review and revisit topics	Revision and end of year tests Review and revisit topics
<b>Science</b>	Animals including humans <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including</li> </ul>		<b>Every day materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by	Plants <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay</li> </ul>	Living things and their habitats <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living</li> </ul>	

Year 2 Long Term Plan

	<p>humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>		<p>squashing, bending, twisting and stretching.</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>healthy.</p>	<p>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</p> <ul style="list-style-type: none"> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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.</li> </ul>	
<b>Computing</b>	<p>We are Year 2 rule writers Reviewing and editing our online safety guidelines</p> <p>We are astronauts Programming on screen</p>	<p>We are not online bullies Creating a strong message against online bullying</p> <p>We are games testers Exploring how computer games work</p>	<p>We are safe searchers Learning how to use search engines safely</p> <p>We are photographers Taking better photos</p>	<p>We are code masters Generating strong passwords and keeping them safe</p> <p>We are researchers Researching a topic</p>	<p>We are online behaviour experts Solving online safety problems</p> <p>We are detectives Collecting clues</p>	<p>We are game raters Understanding and applying the PEGI rating system for games</p> <p>We are zoologists Collecting data about bugs</p>

Year 2 Long Term Plan

<p><b>Geography</b></p>	<p><b>Mini mappers</b> Included relevant human and physical geography of local area (building on Y1 learning). Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key. Use simple field and observational skills. prepositional language</p>			<p><b>Investigating rivers</b> • Use aerial photographs to recognise landmarks and key human and physical features of a river. Use simple compass directions and directional language to describe routes of a river on a map.</p>	<p><b>Hot and cold deserts</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. □ Identify seasonal and daily weather patterns in the hot and cold areas.</p>	
<p><b>History</b></p>		<p>Local History (living memory) <i>How has my community changed over time?</i> <b>Change</b></p> <ul style="list-style-type: none"> <li>• Changes within living memory.</li> <li>• Significant historical events, people and places in their own locality.</li> <li>• Explain what the future is in relation to myself and make predictions</li> </ul>	<p><b>Florence Nightingale</b> <b>Why was Florence Nightingale so important?</b> Events beyond living memory that are significant nationally or globally. Decide what impacts on an event from a range of causes.</p>			<p><b>Explorers</b> <b>Was Sir Edmund Hillary a better explorer than Ernest Shackleton?</b>  The lives of significant individuals in the past who have contributed to national and international achievements. • Recognise and explain differences between two objects Explain who a significant person in and explain what their impact was on an event</p>

Year 2 Long Term Plan

		<ul style="list-style-type: none"> <li>about the future.</li> <li>Talk about the physical properties of objects and decide what is used for.</li> </ul>				Ernest Shackleton Sir Edmund Hillary Ann Bancroft
<b>Art</b>	<p><b>Fur, feathers and fangs clay slabs</b></p> <ul style="list-style-type: none"> <li>Make something using clay and attach 2 pieces of clay together.</li> <li>Suggest how artists have to use colour, pattern and shape.</li> </ul>			<p><b>Large scale Monet plant painting</b></p> <ul style="list-style-type: none"> <li>Choose and use different grades of pencil when drawing.</li> <li>Create brown paint.</li> <li>Create tints with paint by adding white.</li> <li>Create tones with paint by adding black.</li> <li>Create a piece of art in response to the work of another artist.</li> </ul>		
<b>Design and Technology</b>		<p>Christmas biscuits</p> <p>Design products for themselves and others based on criteria.</p> <p>Measure, weigh using measuring cups and electronic scales</p> <p>Describe the ingredients I am using</p> <p>Evaluate ideas and products against design criteria.</p>			<p>Design a product to make a travellers life better</p> <p>Measure materials to use a model or structure</p> <p>Use different cutting and shaping techniques</p> <p>Join materials and components in different ways</p> <p>Design products for themselves and others based on Criteria. Choose two other materials and explain why I have chosen them</p> <p>Evaluate ideas and products against design criteria. build structures, exploring how they can be made stronger, stiffer and more stable □ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	

Year 2 Long Term Plan

<p><b>Music</b></p>	<p><b>Toys</b></p> <p>Children move and play to a steady beat and sequences of sounds, and learn to control changing tempo as they take a scooter ride.</p>	<p><b>Nativity play</b></p> <p>Children learn the songs from the nativity from memory and incorporate these into rehearsals for the final production.</p>	<p><b>Number</b></p> <p>Children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa, and create their own with body percussion, voices and instruments.</p>	<p><b>Seasons</b></p> <p>Children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p>	<p><b>Pattern</b></p> <p>Using simple notations, children play, create and combine mini-beast rhythms using body percussion and instruments.</p>	<p><b>Water</b></p> <p>Children sing and play a variety of pitch shapes, using movement and reading from scores. They create a class composition which describes the sounds and creatures of a pond.</p>
<p><b>RE</b></p>	<p><b>Christianity and Islam:</b></p> <p>What makes someone a Christian and what do they believe?</p> <p>What makes someone a Muslim and what do they believe?</p> <p>Talk about how the religions began and their main beliefs.</p> <p>Are there any links between the beliefs?</p>	<p><b>Islam:</b></p> <p>What can we learn from sacred books?</p> <p>The main teachings of the Quran.</p> <ul style="list-style-type: none"> <li>• Creation</li> <li>• Prayer</li> <li>• How to respect the Qur'an</li> </ul> <p>Are there any similarities to the teaching of the Bible?</p>	<p><b>Christianity:</b></p> <p>What makes some places sacred?</p> <p>Look at the Church and talk about why it is sacred</p> <p>How do you think this would compare to the Mosque for Islam?</p>	<p><b>Christianity and Islam:</b></p> <p>How and why do people celebrate special and sacred times?</p> <ul style="list-style-type: none"> <li>• Welcoming a new baby</li> <li>• Funerals</li> </ul> <p>Can you make comparisons between the 2 religions?</p>	<p><b>Islam:</b></p> <p>What does it mean to belong to a faith community?</p> <p>On a general basis then look at Islam in further detail</p>	<p><b>Personal focus:</b></p> <p>How should we care for others and the world? Why does it matter?</p> <p>Can you plan and carry out a fundraiser for a charity of your choice?</p>
<p><b>PSHE</b></p>	<p>How do I keep my body and mind healthy?</p>	<p>What are feelings and how do we show them?</p>	<p>How does my body and its needs change over time?</p>	<p>Is it ok to be different?</p>		<p>Who can help me if I have a problem?</p>

Year 2 Long Term Plan

<p><b>PE</b></p>	<p>Dance Change, rhythm, speed, level and direction in dance Use a dance to show a mood or feeling.</p>	<p>Gym- Plan and perform a sequence of movements Improve my sequence based on feedback</p>	<p>Dance Dance with control and coordination Make a sequence by linking sections.</p>	<p>Gym Think of more than one way to create a sequence that follows the same rules Work on my own and with a partner</p>	<p>Games- Use hitting, kicking or rolling in a game Decide the best space to be in during a game Use one tactic in a game and follow rules</p>	
<p><b>Authors</b></p>	<p>On the Way Home (Jill Murphy) Six-Dinner Sid (Inga Moore) Eating the Alphabet (Lois Ehlert)</p>	<p>Dogger (Shirley Hughes) The Night the Toys Came to Life (Enid Blyton)</p>	<p>When I Grow Up (Jon Hales) Brave (Disney/Pixar) Marie Curie (Isabel Sanchez Vegara and Frau Isa)</p>	<p>The Tin Forest (Helen Ward) Lila and the secret of rain (David Conway)</p>	<p>Lost and Found (Oliver Jeffers) Dear Greenpeace (Simon James)</p>	<p>The Great Explorer (Chris Judge)</p>