

## Year 2 Long Term Plan

Theme	Mini mappers	My family and community	Hot and cold deserts	The Great Fire of London	Investigating rivers	Space
<b>Term</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Hook for Learning</b>	Field trip around our local area	Freshwater theatre-magical toy museum	Visit a local Christian church	Freshwater Theatre drama workshop	National Waterways Museum – Ellesmere Port	Planetarium
<b>English Genre and Key Texts</b>	<p><b>Text:</b> On the Way Home (Jill Murphy)</p> <p><b>Outcome:</b> Narrative (innovate) (to entertain)</p> <p><b>Text:</b> Six-Dinner Sid (Inga Moore)</p> <p><b>Outcome:</b> Diary Entry from Sid (to inform)</p> <p><b>Text:</b> Adventures Around the Globe</p> <p>Kids' Travel Guide - United Kingdom: The Fun Way to Discover the United Kingdom - Especially for Kids (Kids' Travel Guide Series)</p> <p><b>Outcome:</b> Travel guide to Gorton (to inform)</p> <p><b>Text:</b> On Mulberry Street Dr. Seuss</p> <p><b>Outcome:</b> Poetry</p>	<p><b>Text:</b> Dear Dinosaur: T. Rex on Tour</p> <p><b>Outcome:</b> Recount of toy museum visit (to Inform)</p> <p><b>Text:</b> The Night the Toys Came to Life (Enid Blyton)</p> <p><b>Outcome:</b> Write a story about a toy coming to life (to entertain)</p> <p><b>Outcome:</b> Christmas biscuits - Instructions (to inform)</p> <p><b>Supplementary texts:</b> How to live forever (Colin Thompson) Toys!: Amazing Stories Behind Some Great Inventions (Don L. Wulffson) Lucy and Tom Shirley</p>	<p><b>Text:</b> Lost and Found (Oliver Jeffers)</p> <p><b>Outcome:</b> Narrative (to entertain)</p> <p><b>Text:</b> Dear Greenpeace (Simon James)</p> <p><b>Outcome:</b> Letter to Greenpeace about an animal that is living in their pond (to inform)</p> <p><b>Text:</b> Range of non-fiction texts</p> <p><b>Outcome:</b> Fact file hot and cold desert</p> <p><b>Supplementary texts:</b> One plastic bag (Miranda Paul) The day the ocean went away (Sam Haynes) Here We Are: Notes for Living on Planet Earth- (Oliver Jeffers)</p>	<p><b>Text:</b> Vlad and the Great Fire of London (Vlad the Flea in History) by Kate Cunningham</p> <p>Toby and The Great Fire Of London by Margaret Nash</p> <p><b>Outcome:</b> Diary Entry</p> <p><b>Text:</b> Tell Me A dragon by Jackie Morris</p> <p><b>Outcome:</b> dragon description</p> <p><b>Text:</b> The Great Fire of London: 350th Anniversary of the Great Fire of 1666 by Emma Adams &amp; James Weston Lewis</p> <p>The National Archives: The Great Fire of London Unclassified Nick Hunter</p> <p><b>Outcome:</b> Non- chronological report on the Great Fire of London</p>	<p><b>Outcome:</b> Recount of our visit to National Waterways (to inform)</p> <p><b>Text:</b> The Tin Forest (Helen Ward)</p> <p><b>Outcome:</b> narrative</p> <p><b>Text:</b> Lila and the secret of rain (David Conway)</p> <p><b>Outcome:</b> Narrative-journey of a rain drop.</p> <p><b>Supplementary Texts:</b> 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)</p>	<p><b>Text:</b> How to Catch a Star by Oliver Jefferies</p> <p><b>Outcome:</b> Narrative space adventure</p> <p><b>Text:</b> Aliens love Underpants</p> <p><b>Outcome:</b> book review</p> <p>Poetry</p>

## Year 2 Long Term Plan

	<p><b>Supplementary Texts:</b>            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>	Hughes Toys in Space by Min Grey	The Emperor's Egg (Martin Jenkins) The Night Iceberg (Helen Stephen) The Great Explorer by Chris Deserts (Ladybird Readers) Step into the Desert (Howard Rice) All about the north and south poles (Christina Gardeski)		The River: An Epic Journey to the Sea (Harry Styles)	
<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>	<p><b>Biology</b>            Plants</p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Recognise that water, light and a suitable temperature are needed for survival and growth.</li> </ul>	<p><b>Biology</b>            Needs of animals</p> <ul style="list-style-type: none"> <li>Describe the main changes that occur as young animals, including humans, grow into adults.</li> <li>Describe the basic needs of animals, including humans, for survival.</li> </ul>	<p><b>Biology</b>            Living things and their habitats</p> <ul style="list-style-type: none"> <li>Identify, with reasons, things that are alive, dead, or never been alive.</li> <li>Describe the survival needs of animals including humans, and recognise that animals and plants usually live in habitats that are suited to them.</li> <li>Describe how plants and animals depend on each other (food chains).</li> <li>Identify and name a variety of plants and animals that they have seen or experienced in their habitats, including microhabitats (e.g. under log).</li> <li>Describe how animals get their food from other animals or plants</li> </ul>	<p><b>Chemistry</b>            Uses of everyday materials</p> <ul style="list-style-type: none"> <li>Identify and compare the properties of everyday materials, to assess their suitability for particular purposes.</li> <li>Investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>		

Year 2 Long Term Plan

		<ul style="list-style-type: none"> <li>Describe the importance of exercise, a balanced diet and hygiene for humans.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple food chains to describe feeding relationships</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>
<b>Geography</b>	<p><b>Mini mappers</b> <b>Location and Place</b></p> <ul style="list-style-type: none"> <li>Understand how land is used in the local area.</li> <li>Undertake a land-use study of the local area and categorise into human and physical features.</li> </ul> <p><b>Geographical Scale</b></p> <ul style="list-style-type: none"> <li>Identify locations at different scales: local map of the area, map of England, maps of UK, Europe and the world.</li> </ul>		<p><b>Hot and cold deserts</b> <b>Location and Place</b></p> <ul style="list-style-type: none"> <li>What and where are hot and cold deserts. Use lack of precipitation annually (less than 250mm) and are dry and windy locations. Identify climate and weather patterns of each.</li> <li>Identify key physical features of the Sahara Desert including oasis, sand</li> </ul>		<p><b>Investigating rivers</b> <b>Location and Place</b></p> <ul style="list-style-type: none"> <li>Name and locate a local and national river. Rivers are a physical feature which start in high ground and lead to the sea.</li> </ul> <p><b>Geographical Scale</b></p> <ul style="list-style-type: none"> <li>Rivers occur at all scales, from local to global.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>Rivers are useful. How do humans use rivers – for transport, leisure and boundaries.</li> </ul>	

Year 2 Long Term Plan

	<p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>• Can human and physical features exist together in the local area. Do any conflicts arise?</li> <li>• Propose that a new land-use such as a supermarket is planned for the local area – use a map to locate and draw up plans for the new building and roads. Will it be built on untouched land?</li> </ul>		<p>dunes and salt flats. Identify key physical features of Antarctica including glaciers, icebergs, ice caves and mountains.</p> <p><b>Geographical Scale</b></p> <ul style="list-style-type: none"> <li>• Hot and cold deserts examples used are at the continental scale.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>• Can humans live, eat and work here? Look at human impact on hot and cold deserts.</li> <li>• Introduce the term 'Climate Change'.</li> </ul>			
<p><b>History</b></p>		<p><b>Community and family</b></p> <ul style="list-style-type: none"> <li>• Imagine your community through a relevant lens, for example:</li> </ul> <p>Buildings Children Toys Schooling</p>		<p><b>Quest for knowledge</b></p> <ul style="list-style-type: none"> <li>• On 2 September 1666 the fire broke out in a bakery in Pudding Lane. Robert Hubert was blamed and, because people thought he started it intentionally, he was executed.</li> <li>• The last fire was put out on 6 September.</li> </ul>		<p><b>Quest for knowledge</b></p> <ul style="list-style-type: none"> <li>• Yuri Gagarin was the first astronaut; he entered space in 1961 on Vostok 1.</li> <li>• <b>Neil Armstrong</b> was the first astronaut to walk on the moon. He did this on 21 July 1969, saying 'One small step for man, one giant leap for mankind'. At age 17 he</li> </ul>

Year 2 Long Term Plan

		<p>Houses Jobs Cooking and food Manufacturing and farming</p> <ul style="list-style-type: none"> <li>Focus on today and one other historical period and draw out how things have changed or stayed the same.</li> </ul>		<ul style="list-style-type: none"> <li>As a result of the fire, new <b>Fire Prevention regulations</b> were introduced in 1668.</li> </ul> <p><b>Community and family</b></p> <ul style="list-style-type: none"> <li>Before the Great Fire of London, there had been a drought that had lasted for ten months. This meant that the city was very dry, and fire could spread easily.</li> <li>Houses were made of <b>wood</b> and <b>straw</b>, and built <b>very close</b> together.</li> <li>There was no fire service at this time, and so people would have used buckets and water squirts to put the fire out.</li> </ul> <p>We know about the fire from Samuel Pepys' diaries and artists' paintings</p>		<p>studied aeronautical engineering at Purdue University. He became a pilot in the Navy and joined NASA in 1955.</p> <ul style="list-style-type: none"> <li><b>Tim Peake</b> became a pilot in 1994 and a flight instructor in 1998. In 2009 he was selected by the European Space Agency to become an astronaut. On 15 December 2015, he became the 8<sup>th</sup> Briton to go to space as part of a multinational crew on the International Space Station. While there, he took part in 23 physiology experiments to prepare for a mission to Mars.</li> </ul>
Art		<p><b>Observational Drawing</b></p> <ul style="list-style-type: none"> <li>Make studies from observation with increasing accuracy</li> <li>Draw things from different viewpoints</li> </ul> <p><i>The School Building</i></p> <ul style="list-style-type: none"> <li>Make studies from observation with increasing accuracy, positioning marks and features with some care</li> </ul>	•	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Experiment with a apply and range of techniques for collaging</li> <li>Consider the use of colour and the impact on the viewer</li> </ul> <p><i>The Great Fire Of London</i></p> <ul style="list-style-type: none"> <li>Experiment with and apply a range of techniques for collaging- modify materials by cutting, tearing, layering, super imposing before adding other marks( including text) and colour to represent an idea</li> <li>Sort and use materials according to specific qualities e.g. shiny , hot colours</li> </ul>		<p><b>Digital Art</b></p> <ul style="list-style-type: none"> <li>Open and use an art programme, select simple tools, control the size of a mark/line, select/pour/blend colours colours.</li> </ul> <p><i>Space Art</i></p> <ul style="list-style-type: none"> <li>Open and use an art programme, select simple tools to make lines, shapes and pour colours</li> <li>control the size of a mark/line and use predefined stamps, shapes or motifs</li> <li>Copy and paste areas of an image</li> <li>Save and print an image.</li> </ul>

Year 2 Long Term Plan

		<ul style="list-style-type: none"> <li>• Make line and shape drawings from observation adding light/dark tone, colour and features</li> <li>• Draw from different viewpoints</li> <li>• Use a view finder to select a view, shapes and visual clues in an image and record what has been selected within the frame</li> </ul>		<ul style="list-style-type: none"> <li>• Use paste and adhesives to select and place cut and torn shapes/words/images onto a flat surface to convey an idea.</li> </ul>		
<b>Artist</b>	LS Lowry		Museum of London Collection		Greg Martin	
<b>Design and Technology</b>	<p><b>Textiles: Marking out and joining fabric</b></p> <ul style="list-style-type: none"> <li>• Making a textile product by marking out, cutting and joining fabric</li> </ul> <p><i>Finger puppets (animals)</i></p> <p><b>Investigate, disassemble, evaluate</b></p> <ul style="list-style-type: none"> <li>• Examine a range of finger puppets – what are they</li> </ul>		<p><b>Mechanisms: Wheels, axels, pulleys and levers</b></p> <ul style="list-style-type: none"> <li>• Joining materials with moving joints</li> <li>• Understand how wheels and axels work</li> <li>• Understand winding mechanisms</li> </ul> <p><i>Moving vehicle (fire engine)</i></p>		<p><b>Textiles: Using a paper pattern, joining fabric</b></p> <ul style="list-style-type: none"> <li>• Use a graphics programme to design a space suit</li> <li>• Use a simple paper pattern to draw around and cut out fabric</li> <li>• Use simple joining techniques</li> </ul>	

Year 2 Long Term Plan

	<p>made of?, how are they out together? What has been added? Who are they for? How well made are they?</p> <ul style="list-style-type: none"> <li>• Draw and label, rate an example of a finger puppet</li> </ul> <p><b>Focused practical task</b></p> <ul style="list-style-type: none"> <li>• Explore simple ways to add features to bring puppets to life</li> </ul> <p><b>Design and make, evaluate</b></p> <ul style="list-style-type: none"> <li>• Discuss purpose of finger puppets – story telling, role play, entertainment</li> <li>• Agree simple criteria: must be an animal to link to science ( living things and their habitats), a good puppet should be.....</li> <li>• Consider how a basic</li> </ul>		<p><b>Investigate, disassemble, evaluate</b></p> <ul style="list-style-type: none"> <li>• Discuss and list different types of vehicles and their features – why do vehicles have wheels? Are they all the same size? How many? Why are vehicles different shapes? Why do some have parts that move/light up?.</li> <li>• Identify parts of vehicles – wheel, axels, chassis, body, cab</li> </ul> <p><b>Focused practical task</b></p> <ul style="list-style-type: none"> <li>• Look at pictures in books and magazines and sort into Venn based on parts identified</li> </ul>		<p><i>Space suit for an Astronaut</i></p> <p><b>Investigate, disassemble, evaluate</b></p> <ul style="list-style-type: none"> <li>• Look at images/video of component parts of a space suit</li> <li>• Discuss types of fabric used and their properties</li> </ul> <p><b>Focused practical task</b></p> <ul style="list-style-type: none"> <li>• Become familiar with paint or draw software package</li> </ul> <p><b>Design and make, evaluate</b></p> <ul style="list-style-type: none"> <li>• Set design criteria – who is the suit for? What features are needed? Why?</li> <li>• Draw out and label the design</li> <li>• Use graphics program to create a template to act as a pattern</li> <li>• Identify tools and materials needed and</li> </ul>	
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Year 2 Long Term Plan

	<p>template might be adapted and sewing/fixing techniques can be used</p> <ul style="list-style-type: none"> <li>• Make paper mock up and adjust as needed when making fabric version</li> <li>• Evaluate against design criteria</li> </ul>		<p><b>Design and make, evaluate</b></p> <ul style="list-style-type: none"> <li>• Set design criteria – who is the suit for? What features are needed? Why?</li> <li>• Draw out and label the design</li> <li>• Use graphics program to create a template to act as a pattern</li> <li>• Identify tools and materials needed and method of joining fabrics to be used</li> <li>• Set order for making</li> <li>• Evaluate against design criteria</li> </ul>		<p>method of joining fabrics to be used</p> <ul style="list-style-type: none"> <li>• Set order for making</li> <li>• Evaluate against design criteria</li> </ul>	
<b>Music</b>	<p>Ourselves</p> <p>The children discover ways to use their voices to describe feelings and moods. They create and</p>	<p>Nativity play</p> <p>Children learn the songs from the nativity from memory and incorporate these into</p>	<p>Animals</p> <p>The children link animal movement with pitch movement to help develop</p>	<p>Storytime</p> <p>The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects,</p>	<p>Weather</p> <p>The children have opportunities to create descriptive sounds and word rhythms with raps and</p>	<p>Water</p> <p>Children sing and play a variety of pitch shapes, using movement and reading from scores. They create a class</p>



Year 2 Long Term Plan

	<p>notate vocal sounds, building a performance.</p> <p>Toys 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>rehearsals for the final production.</p> <p>Our Land The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.</p>	<p>understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p> <p>Number 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>and develop their own ideas using voices and percussion.</p> <p>Seasons 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>songs about weather. They create a descriptive class composition using voices and instruments.</p> <p>Pattern Using simple notations, children play, create and combine mini-beast rhythms using body percussion and instruments.</p>	<p>composition which describes the sounds and creatures of a pond.</p> <p>Travel The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.</p>
<b>RE</b>	<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><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>

Year 2 Long Term Plan

	Are there any links between the beliefs?					
<b>PSHE</b>	How do I keep my body and mind healthy?	What are feelings and how do we show them?	How does my body and its needs change over time?	Is it ok to be different?		Who can help me if I have a problem?
<b>PE</b>	Dance Change, rhythm, speed, level and direction in dance Use a dance to show a mood or feeling.	Gym- Plan and perform a sequence of movements Improve my sequence based on feedback	Dance Dance with control and coordination Make a sequence by linking sections.	Gym Think of more than one way to create a sequence that follows the same rules Work on my own and with a partner	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	

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