

Year 2 Long Term Plan 2021-22

Theme	Mini mappers	My family and community	Hot and cold deserts	The Great Fire of London	Investigating rivers	Explorers
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Genre and Key Texts	<p>Character description Where the Wild things are. Drama Link</p> <p>Developing Punctuation: The Disgusting Sandwich</p> <p>Writing about Real Life: Non Chronological Report – History of Manchester.</p>	<p>Innovating Narratives: The Proudest Blue</p> <p>Developing Punctuation Don't let the pigeon drive the bus</p> <p>Writing Letters: Paddington Post John Lewis advert</p> <p>Writing about Real Life: Recount Santa's workshop</p>	<p>Writing a Fact file: Dinosaur Department Store/ Life on Earth: Dinosaurs</p> <p>Developing Vocabulary Character description Tell me a dragon</p> <p>Expanding Vocabulary to describe and inform. Explanation Dare to care for a dragon? How to look after a dragon</p>	<p>Writing about Real Life: Recount Zoo trip</p> <p>Writing Letters: Vlad and the Great Fire of London (A Flea in History) Great Fire of London letters</p> <p>Connecting Ideas within Narratives: Lubna and Pebble</p>	<p>Developing Punctuation & Description: The Tunnel</p> <p>Inventing Narratives: Gorilla</p> <p>Innovating Narratives: On the way home.</p>	<p>Developing Humour and Rhyme: Green Eggs and Ham Poetry Link</p> <p>Writing Instructions: The Big Green Book</p> <p>Setting descriptions: The Promise</p>
Maths	<p>Number and place value: numbers to 100 Calculations: addition and subtraction</p>	<p>Calculations: addition and subtraction Measurement: money Calculations: multiplication and division</p>	<p>Calculations: multiplication and division Statistics</p>	<p>Geometry: properties of shape Number: fractions</p>	<p>Measurement: length and height Geometry: position and direction</p>	<p>Consolidation Measurement: time Measurement: Mass, capacity and temperature</p>
Science	<p>Biology Plants</p> <ul style="list-style-type: none"> Observe and describe how 	<p>Biology Needs of animals</p> <ul style="list-style-type: none"> Describe the main 	<p>Biology Living things and their habitats</p> <ul style="list-style-type: none"> Identify, with reasons, things that are alive, dead, or never been alive. 		<p>Chemistry Uses of everyday materials</p> <ul style="list-style-type: none"> Identify and compare the properties of everyday materials, to assess their suitability for particular purposes. 	

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	<p>seeds and bulbs grow into mature plants.</p> <ul style="list-style-type: none"> Recognise that water, light and a suitable temperature are needed for survival and growth. 	<p>changes that occur as young animals, including humans, grow into adults.</p> <ul style="list-style-type: none"> Describe the basic needs of animals, including humans, for survival. Describe the importance of exercise, a balanced diet and hygiene for humans. 	<ul style="list-style-type: none"> Describe the survival needs of animals including humans, and recognise that animals and plants usually live in habitats that are suited to them. Describe how plants and animals depend on each other (food chains). Identify and name a variety of plants and animals that they have seen or experienced in their habitats, including microhabitats (e.g. under log). Describe how animals get their food from other animals or plants Use simple food chains to describe feeding relationships 	<ul style="list-style-type: none"> Investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 		
Computing	<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>
Geography	<p>Mini mappers Location and Place</p> <ul style="list-style-type: none"> Understand how land is 		<p>Hot and cold deserts Location and Place</p> <ul style="list-style-type: none"> What and where are hot and 		<p>Investigating rivers Location and Place</p> <ul style="list-style-type: none"> Name and locate a local and national river. Rivers 	

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	<p>used in the local area.</p> <ul style="list-style-type: none"> Undertake a land-use study of the local area and categorise into human and physical features. <p>Geographical Scale</p> <ul style="list-style-type: none"> Identify locations at different scales: local map of the area, map of England, maps of UK, Europe and the world. 		<p>cold deserts. Use lack of precipitation annually (less than 250mm) and are dry and windy locations. Identify climate and weather patterns of each.</p> <ul style="list-style-type: none"> Identify key physical features of the Sahara Desert including oasis, sand dunes and salt flats. Identify key physical features of Antarctica including glaciers, icebergs, ice caves and mountains. <p>Geographical Scale</p> <ul style="list-style-type: none"> Hot and cold deserts examples used are at the continental scale. <p>Making Connections</p>		<p>are a physical feature which start in high ground and lead to the sea.</p> <p>Geographical Scale</p> <ul style="list-style-type: none"> Rivers occur at all scales, from local to global. <p>Making Connections</p> <ul style="list-style-type: none"> Rivers are useful. How do humans use rivers – for transport, leisure and boundaries. 	
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			<ul style="list-style-type: none"> • Can humans live, eat and work here? Look at human impact on hot and cold deserts. • Introduce the term 'Climate Change'. 			
History		<p>Community and family</p> <ul style="list-style-type: none"> • Imagine your community through a relevant lens, for example: <p>Buildings Children Toys Schooling Houses Jobs Cooking and food Manufacturing and farming</p> <ul style="list-style-type: none"> • Focus on today and one other historical period and draw out how things have changed or stayed the same. 		<p>Quest for knowledge</p> <ul style="list-style-type: none"> • 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. • The last fire was put out on 6 September. • As a result of the fire, new Fire Prevention regulations were introduced in 1668. <p>Community and family</p> <ul style="list-style-type: none"> • 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. • Houses were made of wood and straw, and built very close together. 		<p>Quest for knowledge</p> <ul style="list-style-type: none"> • Sacagawea was a Shoshone (Native American) who was born in 1788. She was captured by another tribe as a child and sold. Michael Collins an American man born in 1930. He always wanted to be a pilot and joined the army. • Sacagawea joined the Lewis & Clark expedition to make maps of North America. Michael Collins joined Apollo 11, a mission to the Moon to try and win the Space Race. • Sacagawea made many contributions to her expedition, including translating Shoshone and finding food. Michael Collins piloted the Colombia and made sure that the other astronauts in the Eagle returned to Earth safely. • Sacagawea was not celebrated at the time of the expedition but has been celebrated since. Michael Collins was widely praised at the time of the expedition, but many people forget that he was on Apollo 11 today!

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				<ul style="list-style-type: none"> There was no fire service at this time, and so people would have used buckets and water squirts to put the fire out. <p>We know about the fire from Samuel Pepys' diaries and artists' paintings</p>		
Art		<p>Observational Drawing</p> <ul style="list-style-type: none"> Make studies from observation with increasing accuracy Draw things from different viewpoints <p><i>The School Building</i></p> <ul style="list-style-type: none"> Make studies from observation with increasing accuracy, positioning marks and features with some care Make line and shape drawings from observation adding light/dark 	•	<p>Collage</p> <ul style="list-style-type: none"> Experiment with a apply and range of techniques for collaging Consider the use of colour and the impact on the viewer <p><i>The Great Fire Of London</i></p> <ul style="list-style-type: none"> 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 Sort and use materials according to specific qualities e.g. shiny , hot colours Use paste and adhesives to select and place cut and torn shapes/words/images onto a flat surface to convey an idea. 		<p>Digital Art</p> <ul style="list-style-type: none"> Open and use an art programme, select simple tools, control the size of a mark/line, select/pour/blend colours colours. <p><i>Space Art</i></p> <ul style="list-style-type: none"> Open and use an art programme, select simple tools to make lines, shapes and pour colours control the size of a mark/line and use predefined stamps, shapes or motifs Copy and paste areas of an image Save and print an image.

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

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	<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"> • Draw and label, rate an example of a finger puppet <p>Focused practical task</p> <ul style="list-style-type: none"> • Explore simple ways to add features to bring puppets to life <p>Design and make, evaluate</p> <ul style="list-style-type: none"> • Discuss purpose of finger puppets – story telling, role play, entertainment • Agree simple criteria: must be an animal to link to science (living things and their habitats), a good puppet should be..... 		<p>Investigate, disassemble, evaluate</p> <ul style="list-style-type: none"> • 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?. • Identify parts of vehicles – wheel, axels, chassis, body, cab <p>Focused practical task</p> <ul style="list-style-type: none"> • Look at pictures in books and magazines and sort into Venn based 		<p>Investigate, disassemble, evaluate</p> <ul style="list-style-type: none"> • Look at images/video of component parts of a space suit • Discuss types of fabric used and their properties <p>Focused practical task</p> <ul style="list-style-type: none"> • Become familiar with paint or draw software package <p>Design and make, evaluate</p> <ul style="list-style-type: none"> • Set design criteria – who is the suit for? What features are needed? Why? • Draw out and label the design • Use graphics program to create a template to act as a pattern • Identify tools and materials needed and method of 	
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	<ul style="list-style-type: none"> Consider how a basic template might be adapted and sewing/fixing techniques can be used Make paper mock up and adjust as needed when making fabric version Evaluate against design criteria 		<p>on parts identified</p> <p>Design and make, evaluate</p> <ul style="list-style-type: none"> Set design criteria – who is the suit for? What features are needed? Why? Draw out and label the design Use graphics program to create a template to act as a pattern Identify tools and materials needed and method of joining fabrics to be used Set order for making Evaluate against design criteria 		<p>joining fabrics to be used</p> <ul style="list-style-type: none"> Set order for making Evaluate against design criteria 	
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<p>Music</p>	<p>Ourselves The children discover ways to use their voices to describe feelings and moods. They create and 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>Nativity play Children learn the songs from the nativity from memory and incorporate these into 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>Animals The children link animal movement with pitch movement to help develop 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>Storytime The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, 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>Weather The children have opportunities to create descriptive sounds and word rhythms with raps and 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>Water 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>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>
<p>RE</p>	<p>Religion: Christianity Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time?</p>	<p>Religion: Christianity Theme: Christmas – Jesus as gift from God Key Question: Why do Christians believe God gave Jesus to the world?</p>	<p>Religion: Islam Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? The outcome of this unit will be that pupils can explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.</p>	<p>Religion: Christianity Theme: Easter – Resurrection Key Question: How important is it to</p>	<p>Religion: Islam Theme: Community and belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? The outcome of this unit will be that</p>	<p>Religion: Judaism Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? The outcome of this unit will be that pupils will understand different ways that Jews show their commitment to God.</p>

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	The outcome of this unit will be that pupils can re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	The outcome of this unit will be that pupils can reflect on the Christmas story and the reasons for Jesus' birth.			Christians that Jesus came back to life after his crucifixion? The outcome of this unit will be that pupils can re-tell the Easter story and understand what Jesus' resurrection means for Christians.	pupils will understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.	
PSHE	Growth Mindset Which strategies help me to learn?	Mental and Emotional Health What is the difference between small feelings and big feelings? How can I keep safe online? • What makes others happy? • What is the different between joking, teasing, and bullying?	Keeping Safe How do medicines help us when we are unwell? • How do I keep safe at home? • What is my responsibility for keeping myself and others safe?	Healthy Lifestyles How do I keep myself healthy? • Why is it important to keep active? • How can I prevent diseases spreading?	Living in the wider world What groups and communities am I a part of? • How do we make choices about spending money? • How can we look after the environment?	Relationships and sex education What is private? (body parts) • What happens when the body grows young to old? • What is fair, unfair, kind, and unkind? (friendship)	

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PE	Outdoor Games Dance	Gymnastics Net and Wall	Dance Basketball	Gymnastics Hockey	Athletics Football	Athletics Football
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