

Long term planning

Year 2

	Term 1		Term 2		Term 3	
Weeks / Theme	Into the Woods (including famous authors) Who lives in the woods?	Famous Historical People Who helped us in the past?	Great Fire of London How fast can a fire spread?	Africa Should I pack my wellies for Africa?	Farm What came first, the chicken or the egg?	Castles, Knights and Dragons Do dragons really exist?
Humanities	Science/Geography	History	Science/History	Geography/Science	Geography/Science	Geography/History
Engage (hook for learning)	Outdoor experience	Drama Florence Nightingale	Fireman to visit us in school	Zoo2U Packed suitcase: Where are we going? What will we need?	Trip to the farm Plant a sunflower	Hold a medieval banquet
Suggested texts	Fiction <u>Key authors</u> Maurice Sendak Oliver Jeffers Julia Donaldson <u>Key texts</u> Traditional Tales – woodland related Where the wild Things Are Bog Baby Inside the Villains	Non-Fiction <u>Key texts</u> Watt's Famous People Series Harry Rutherford information books BBC bitesize pages Fantastically Great Women Who Changed the World	Non-Fiction <u>Key texts</u> Watt's Great Events Books The Great Fire of London BBC bitesize pages	Fiction <u>Key authors</u> Roald Dahl <u>Key texts</u> Meerkat Mail The Sound Collector (poem) The Enormous Crocodile Anna Hibiscus Non-Fiction	Fiction <u>Key authors</u> Hans Christian Anderson <u>Key texts</u> Traditional Tales – farm related	Fiction <u>Key texts</u> The Paper Bag Princess Story of Saint George and the Dragon (twinkl) How to train your dragon (film/clips) Non-Fiction What were castles for?
Science PZAZ	Living things and their habitats Sc2/2.1a explore and compare things that are		Uses of everyday materials Sc2/3.1a identify and compare the suitability of everyday materials	Living things and their habitats Sc2/2.1d describe how animals obtain food using simple food chains	Animals (including humans) Sc2/2.3a notice that animals have offspring which grow into adults	

	<p>living, dead, and have never been alive</p> <p>Sc2/2.1b identify habitats and describe how they provide for the basic needs</p> <p>Sc2/2.1c identify and name plants and animals in their habitats</p> <p>Working Scientifically</p> <p>Sc2/1.1 asking simple questions</p> <p>Sc2/1.2 observing closely</p> <p>Sc2/1.5 using their observations to suggest answers</p> <p>Sc2/1.6 gathering and recording data</p>		<p>Sc2/3.1b compare how things move on different surfaces.</p> <p>Sc2/3.1c find out how shapes can be changed</p> <p>Working Scientifically</p> <p>Sc2/1.1 asking simple questions</p> <p>Sc2/1.3 performing simple tests</p> <p>Sc2/1.4 identifying and classifying</p> <p>Sc2/1.5 using their observations to suggest answers</p> <p>Sc2/1.6 gathering and recording data</p>	<p>Animals (including humans)</p> <p>Sc2/2.3b find out about and describe the basic needs of animals, for survival.</p> <p>Sc2/2.3c describe the importance of exercise, food, and hygiene.</p> <p>Working Scientifically</p> <p>Sc2/1.1 asking simple questions</p> <p>Sc2/1.2 observing closely</p> <p>Sc2/1.4 identifying and classifying</p>	<p>Plants</p> <p>Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants.</p> <p>Sc2/2.2b find out and describe how plants need water, light and a suitable temperature.</p> <p>Working Scientifically</p> <p>Sc2/1.1 asking simple questions</p> <p>Sc2/1.2 observing closely</p> <p>Sc2/1.3 performing simple tests</p> <p>Sc2/1.5 using their observations to suggest answers</p> <p>Sc2/1.6 gathering and recording data</p>	
Computing						
History		<p>Hil/1.3 the lives of significant individuals in the past Some should be used to compare aspects of life in different periods</p> <p>Hil/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change</p>	<p>Hil/1.2 events beyond living memory that are significant.</p>			<p>Hil/1.2 events beyond living memory that are significant.</p> <p>Hil/1.3 significant historical events, people and places in their own locality.</p>
Geography	<p>Location Knowledge</p> <p>Gel/1.1b name, locate and identify characteristics of the 4</p>			<p>Location Knowledge</p> <p>Gel/1.1a name and locate the world's 7 continents and 5 oceans</p>		<p>Geographical Skills and Fieldwork</p> <p>Gel/1.4c use aerial photographs and plan</p>

	<p>countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and Physical Geography</p> <p>Gel/1.3b use basic geographical vocabulary to refer to key physical and human features.</p> <p>Geographical Skills and Fieldwork</p> <p>Gel/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Gel/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>			<p>Geographical Skills and Fieldwork</p> <p>Gel/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Human and Physical Geography</p> <p>Gel/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Place Knowledge</p> <p>Gel/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Geographical Skills and Fieldwork</p> <p>Gel/1.4b use simple compass directions (North, South, East and West) and locational and</p>		<p>perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>
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				directional language to describe the location of features and routes on a map		
Art Kapow	Woodland art Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Famous artists – pastel/watercolour drawings of buildings Christmas Cards Christmas ornaments Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	See DT	African animal silhouettes African weaving Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Van Gogh – Sunflowers Study his work and compare to other artists of the time Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	See DT
DT	See Art	Christmas Decorations/ Pop up cards Design DTI/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria DTI/1.1b generate, develop, model and communicate their ideas through talking, drawing,	Joining materials to make house Design DTI/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria DTI/1.1b generate, develop, model and communicate their ideas through talking, drawing,	Safari buggies/vehicles (jeeps) Design DTI/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria DTI/1.1b generate, develop, model and	See Art Cooking & Nutrition DTI/2.1b understand where food comes from.	Designing costumes/shields/coats of arms Making a buffet for the banquet e.g. sandwiches, fruit salads. Design DTI/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria

		<p>templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>DTI/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DTI/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>DTI/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DTI/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>DTI/1.3a explore and evaluate a range of existing products</p> <p>DTI/1.3b evaluate their ideas and products against design criteria</p> <p>Technical Knowledge</p> <p>DTI/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>DTI/1.4b explore and use mechanisms, in their products.</p>	<p>communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>DTI/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DTI/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>DTI/1.3a explore and evaluate a range of existing products</p> <p>DTI/1.3b evaluate their ideas and products against design criteria</p> <p>Technical Knowledge</p> <p>DTI/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>DTI/1.4b explore and use mechanisms, in their products.</p>		<p>DTI/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Cooking & Nutrition</p> <p>DTI/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Make</p> <p>DTI/1.2a select from and use a range of tools and equipment to perform practical tasks</p>
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<p>Music Charanga</p>	<p>Classical music focus Mul/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mul/1.2 play tuned and untuned instruments musically Mul/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Mul/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Charanga Autumn 2: Ho Ho Ho Mul/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mul/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Nursery rhyme/traditional songs focus Mul/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mul/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Charanga Spring 2: Zootime Mul/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mul/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Mul/1.2 play tuned and untuned instruments musically Mul/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Charanga Summer 1: Friendship Song Mul/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mul/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Mul/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Medieval music focus Mul/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mul/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>
<p>PSHE</p>	<p>Being Me and My World Hopes & fears for the year. Rights and responsibilities. Rewards and consequences. Safe and fair learning environment. Valuing contributions. Choices. Recognising feelings.</p>	<p>Celebrating Difference Assumptions and stereotypes about gender. Understanding bullying. Standing up for self and others. Making new friends. Gender diversity. Celebrating difference and making friends.</p>	<p>Dreams and Goals Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group co-operation. Contributing to and sharing success.</p>	<p>Healthy Me Motivation. Healthier choices. Relaxation. Healthy eating and nutrition. Healthier snacks and sharing food.</p>	<p>Relationships Different types of family. Physical contact boundaries. Friendship and conflict. Secrets. Trust and appreciation. Expressing appreciation for special relationships.</p>	<p>Changing Me Life cycles in nature. Growing from young to old. Increasing independence. Differences in female and male bodies (correct terminology). Assertiveness. Preparing for transition.</p>

<p>RE</p>	<p>How should we care for others and the world, and why does it matter? Should we care for everyone? What do Christians believe about caring for people? What do some religions say about caring for others? How have some people shown they cared? How is the golden rule an encouragement to care? What stories do Christians and Jewish people tell about the beginning of the world and how you treat the world?</p>	<p>How and why do we celebrate special and sacred times? What do you celebrate and why? What stories do your family tell? *weddings, christenings, birthdays, births, Christmas</p>	<p>What can we learn from sacred books? What stories are special to us? What is a holy book? What did Jesus teach us about God in a story? What did Jesus say about how to treat others? How are holy books treated? What story is special for Jewish people in the Torah? What can be learnt from the story of Jonah? What is special about Jonah?</p>	<p>How and why do we celebrate special and sacred times? What happened at Easter and how does it make people feel? How do Christians celebrate Easter? What matters most at Easter? Why do Jewish people tell the story of Passover (Pesach) every year? What do Muslims celebrate at Eid-ul-Fitr?</p>	<p>Who is a Muslim and what do they believe? What do we think about God? Who was the Prophet Muhammad, and why is he important to Muslims? Which story do Muslims tell about the Prophet Muhammad? (Spring A topic) What stories of the Prophet do Muslims love to tell? What makes a place or an object special to us? And to Muslims? What is a mosque and what happens at a mosque? How and why do Muslims pray and worship at the mosque? Mosques near where we live: What can we find out? What can we learn from Muslim holy words? What happens at the celebration of Eid-ul-Fitr and why?</p>
<p>PE</p>	<p>PE coaches</p>	<p>PE coaches</p>	<p>PE coaches</p>	<p>PE coaches</p>	<p>PE coaches</p>