

Year 2 Long Term Plan 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question:	<p><u>1. Why would a dinosaur not make a good pet?</u></p> <p><u>2. What was it like when the Queen came to the throne in 1953?</u> <u>Or</u> <u>Question re Florence Nightingale</u></p>		<p><u>1. What is our school made of - Three little pigs?</u> 1 a Mapping and extend to local community 1 b <u>Would the little pigs like to live in your own locality?</u> (Local Study week)</p> <p><u>2. Where would you prefer to live: England or Africa?</u></p>		<p>1. <u>How will 5 a day help me be healthy?</u> <u>How can we grow our salad?</u></p> <p>2. <u>Why Did the Titanic Sink? or How did the Great Fire of London start?</u></p> <p>3. <u>Why do we love to be beside the seaside?</u></p>	
Babcock English Text	<p>Wanted the Perfect Pet</p> <p>Knights</p> <p>Man on the Moon [John Lewis - Christmas advert 2015]</p>	<p>Story</p> <p>Non Chronological report</p> <p>Christmas theme advert - character</p>	<p>Oxford Traditional Tales</p> <p>Fatou Fetch the Water</p> <p><i>Cross curricular writing</i></p>	<p>Traditional tales</p> <p>Story</p> <p><i>Instructions (Year 1 taught) to make an African mask</i></p>	<p>Use Transport unit from babcock and link to Titanic/Great Fire of London</p> <p>Mrs Armitage and the big wave</p> <p>The disgusting sandwich</p>	<p>Non chronological</p> <p>Story</p> <p>Story</p>
Guided Reading	Guided Reading is separate and links to the children's book band colours.					

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<p>White Rose Maths</p>	<p>Place Value (within 10)</p>	<p>Addition and Subtraction</p>	<p>Measurement: Money</p>	<p><u>Multipli- cation</u> and Division</p>	<p>Multipli- cation and <u>Division</u></p>	<p>Geom- etry: Shape</p>	<p>Fractions</p>	<p>Statistics Time</p>	<p>Position and Direction Reading Scales</p>	<p>Revisio- n: Arithm- etic and Reason- ing KS1 SATs</p>	<p>Measur- ement: Length and Height, Mass, Capacit- y and Temper- ature</p>	<p>Transi- tion and Consoli- dation</p>
<p>Science</p>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Explore and Compare the difference between things that are living, dead and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats 			<p><u>Materials</u></p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials including woods, metal, plastic, glass, brick, rock, paper and cardboard 				<p><u>Plants</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants 				

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	<p>provide for the basic needs of different animals and plants and how they depend on each other.</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats including micro habitats. 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. <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Notice that animals including humans have offspring which grow into adults 	<p>for particular uses.</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>including trees.</p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, Observe and describe how seeds and bulbs grow into mature plants Find out why plants need water, light and a suitable temperature to grow and stay healthy <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Find out about the basic needs of animals including humans for survival (water, food and air) <p>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene</p>
<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> Ask simple scientific questions. Use simple equipment to make observations. Carry out simple tests. Suggest what I have found out. Use simple data to answer questions 			
<p>Geography</p>		<p>2. Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the 	<p>3. Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and

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		<p>United Kingdom and its surrounding seas</p> <p>2. Place knowledge</p> <ul style="list-style-type: none"> • 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>2. Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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 • devise a simple map; and use and construct basic symbols in a key 	<p>construct basic symbols in a key</p> <ul style="list-style-type: none"> • 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>Key Stage 1 -Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness</p>			
<p>History</p>	<p>2. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>2. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different period. (Florence Nightingale or the Queen)</p>	<p>1b - Significant historical events, people and places in their own locality.</p>	<p>2. Events beyond living memory that are significant nationally or globally [Titanic/Fire of London)</p>

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	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		
<p>Computing</p>	<p>Algorithms and Programs Can they predict the outcomes of a set of instructions?</p> <ul style="list-style-type: none"> • Can they use right angle turns? • Can they use the repeat commands? • Can they test and amend a set of instructions? • Can they write a simple program and test it? • Can they predict what the outcome of a simple program will be? <p>* E-Safeguarding curriculum taught at the start of each term, embedded throughout the year.</p>	<p>Data Retrieving and ORGANISING</p> <ul style="list-style-type: none"> • Can they find information on a website? • Can they click links in a website? • Can they print a web page to use as a resource? • Can they experiment with text, pictures and animation to make a simple slide show? • Can they use the shape tools to draw? 	<p>Communication</p> <ul style="list-style-type: none"> • Can they send and reply to messages sent by a safe email partner (within school)? • Can they word process a piece of text? • Can they insert/delete a word using the mouse and arrow keys? • Can they highlight text to change its format (B, U, I)??
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 		

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	<ul style="list-style-type: none"> • create and debug simple programs □ use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 					
PSHE YEAR A	WE'RE ALL STARS! <ul style="list-style-type: none"> • Community • Rights and responsibilities • Getting to know each other • Working together 	BE FRIENDLY, BE WISE <ul style="list-style-type: none"> • Making and sustaining friendships • Conflict resolution • Anti-bullying • Keeping safe at home and when crossing the road 	DEAR DIARY <ul style="list-style-type: none"> -Comfortable and uncomfortable feelings -Problems in relationships -Anti-bullying -Help and support 	DARING TO BE DIFFERENT <ul style="list-style-type: none"> • Identity and self esteem • Difference and diversity • Peer influence and assertiveness 	JOINING IN AND JOINING UP <ul style="list-style-type: none"> • Needs and responsibilities • Participation • Local democracy • Voluntary groups • Fund-raising activities 	LIVING LONG, LIVING STRONG <ul style="list-style-type: none"> • SRE: Growing & caring for ourselves; Valuing difference & keeping safe; Puberty • Healthy eating and exercise • Goal-setting and motivation
Art	<p>Group dinosaur paintings using colour mixing.</p> <p>Design own dinosaurs in sketch books.</p>		African art, masks etc. Study the artist -Yinka Adeyemi (Nigerian artist) 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.			<p>Sketch the Titanic Seaside collages or group 3-D clay plaques</p>
	Pupils should be taught: <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products 					

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	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 					
DT	Design and make the Queen's crown		Design and build the pigs houses linked to science		Fruit salad, sewing felt to make fruit for role play, create a model titanic or lighthouse	
	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> 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>Cooking and Nutrition</p> <p>Key stage 1</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from 					
Music	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In	Zoo time	Friendship Song	Reflect, Rewind

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(Charanga)			A Band			,Replay
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by (singing songs) and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 						
RE	Who is a Muslim and how do they live? Part 1	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? Part 2	Why does Easter matter to Christians?	What is the good news Christians believe Jesus brings?	What makes some places sacred to believers?
PE	Indoor: Dinosaur dance? Outdoor: Multiskills		Indoor: Gymnastics Outdoor: Multiskills		Indoor: Cosmic yoga, funfit, circuits etc OR seaside dance Outdoor: Team games/sports day activities	
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement pattern 						