

Year 2 – Long Term Plan

	<b>Autumn 1</b> Why is my world wonderful?	<b>Autumn 2</b> Why are some places special?	<b>Spring</b> Fantastic Firsts	<b>Summer</b> Holidays - where shall we go?
<b>English</b>	<p>Traction Man is Here</p> <p>Meerkat Mail</p> <p>The Hodgeheg</p>	<p>Amazing Grace</p> <p>Pumpkin Soup</p> <p>The Giraffe, the Pelly and Me</p>	<p>Not Now Bernard</p> <p>Flat Stanley</p> <p>The Snail and the Whale</p> <p>The Owl Who was Afraid of the Dark</p>	<p>The Gorilla</p> <p>Emily Brown and the Thing</p> <p>Who's Afraid of the Big Bad Book</p>
	<p><i>Writing to entertain</i></p> <ol style="list-style-type: none"> <li>1. Story – retell</li> <li>2. Descriptions – character</li> <li>3. Postcard- in role</li> <li>4. Poetry</li> </ol>	<p><i>Writing to inform</i></p> <ol style="list-style-type: none"> <li>1. Recount- diary entry in role.</li> <li>2. Letter-</li> <li>3. Instructions – How to make a hot chocolate</li> <li>4. Poetry</li> </ol>	<p><i>Writing to entertain</i></p> <ol style="list-style-type: none"> <li>1. Story - Not Now Bernard alternative ending</li> <li>2. Descriptions- Flat Stanley</li> <li>3. In character / role- Letter to Flat Stanley's friend</li> <li>4. Advert- ride on the whales tail</li> <li>5. Story- The Snail and the Whale story adaptation</li> </ol>	<p><i>Writing to inform</i></p> <ol style="list-style-type: none"> <li>1. Descriptions – character</li> <li>2. Alternative ending – Who's Afraid of the Big Bad Book</li> <li>3. Persuasive writing</li> </ol>

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<p><b>Maths</b></p>	<p>White Rose Place value Addition and subtraction</p>	<p>White Rose Addition and subtraction Shape</p>	<p>White Rose Money Multiplication and division Length and height Mass, capacity and temperature</p>	<p>White Rose Fractions Time Statistics Position and direction</p>
<p>Science</p>	<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>Identify that most living things live in habitats to which they are suited</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <a href="#">Article 24</a></p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>(STEM boats)</p> <p>(Scientists who invented materials such as Charles Macintosh)</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>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> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>

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				Identify and name a variety of plants and animals in their habitats, including micro- habitats (mini beast hotel)
<b>Working scientifically</b>	<p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering Pquestions.</p>	<p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions</p>
<b>ICT</b>	(Teach computing) Computing systems and networks		Robot algorism	Programming quizzes
<b>Computer Science</b>			Understand that programs execute by following precise and unambiguous instructions	

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			Debug simple programs	
<b>Digital Literacy</b>	<p>Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.</p> <p>They learn how to select keywords to produce the best search results.</p> <p><a href="#">Article 13</a> <a href="#">Article 16</a> <a href="#">Article 17</a></p>	<p>Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.</p> <p><a href="#">Article 13</a> <a href="#">Article 16</a> <a href="#">Article 17</a></p>	<p>Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p> <p><a href="#">Article 13</a> <a href="#">Article 16</a> <a href="#">Article 17</a></p>	<p>Pupils understand that keyword searching is an effective way to locate information on the Internet.</p> <p>Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information.</p> <p><a href="#">Article 13</a> <a href="#">Article 16</a> <a href="#">Article 17</a></p>
<b>History</b>		<p><b>Why are some places special?</b></p> <p>Knows facts about people and events studied in Year Two</p> <p>Use evidence to suggest reasons why people acted as they did in the past and what happened as a result. <i>Durham Castle</i></p> <p>Identify similarities and difference between ways of life in the past.</p>	<p><b>Fantastic Firsts</b></p> <p>Knows facts about people and events studied in Year Two</p> <p>Use sources of evidence (artefacts, books, visits) to answer questions about the past</p> <p>Identify different ways history is represented (eye witness accounts, pictures, books, artefacts)</p>	<p><b>All change? Holidays now and then</b></p>

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		<p>Describe the difference between what happened in the past and present</p> <p>Use a given timeline to order events or objects.</p> <p>Recount changes over time <i>(Compare photographs of Esh Winning village now and in the past.)</i></p> <p>Use sources of evidence (artefacts, books, visits) to answer questions about the past <i>(Durham Castle)</i></p>	<p>Use evidence to suggest reasons why people acted as they did in the past and what happened as a result.</p> <p>Recount or write a story from the past accurately</p>	
<b>Geography</b>	<p><b>Why is my world wonderful?</b></p> <p>He/she can locate and name the world's 7 continents.</p> <p>He/she can locate and name the world's 5 oceans.</p> <p>Use maps of the world to locate cities, continents, seas and oceans.</p>		<p><b>Wherever next?</b></p> <p>He/she can use Year 2 Human and Physical Geographical vocabulary accurately.</p> <p>He/she can use World maps, atlases and globes to identify countries, continents and oceans.</p> <p>He/she can locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><b>Holidays where shall we go?</b></p> <p>He/she can use directional language to describe the location of features on a map. <i>(From Coop shop to school)</i></p> <p>He/she can use Year 2 Human and Physical Geographical vocabulary accurately.</p> <p>He/she can use aerial photographs or digital/computer mapping to recognise landmarks and basic human and physical features. <i>(School to main street focus on facilities / services)</i></p>

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			<p>Introduction to the human and physical features of the United Kingdom and a Non-European country. (<i>Esh Winning and countries in the Arctic circle.</i>)</p>	<p>He/she can create a simple map and use basic key symbols to recognise landmarks and human and physical features. (<i>field work out of classroom!</i>)</p> <p>He/she can compare similarities and differences of geographical features of the United Kingdom. (<i>Esh Winning main street</i>)</p> <p>Introduction to the human and physical features of the United Kingdom and a Non-European country. (<i>Esh Winning main street</i>) <a href="#">Article 29</a></p>
<b>Art</b>	<p><b>Collage</b></p> <p>Begin to look at artists, craft makers and designers (continuous)</p> <p>Use paint brush to use dots, stipple, brush, stroke</p> <p>Painting - Apply simple colour washes to form backgrounds</p> <p>Painting - Mix primary colours to form secondary colours</p> <p>Paul Klee- castle and sun</p>	<p><b>Drawing and mark making</b></p> <p>Collage - Use textiles to create a fabric collage</p> <p>(Christmas tags)</p> <p>Sculpture - Add details and textures using tools</p> <p>Use clay skills such as pinching, rolling, coiling, twisting and scratching. (Christmas tree decoration)</p>		<p><b>Painting and colour</b></p> <p>Collage - Work collaboratively to create a natural collage <i>Artist - Andy Goldsworthy</i></p> <p>Printing- Develop controlled printing (<i>Angela Read local artist</i>)</p> <p>Use colour to produce more complex printing (repeating, overlapping, rotating and arranging) (<i>Basic tree/flower then print onto</i>)</p>

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				<p><i>background using string prints)</i></p> <p>Drawing - Use tone and make a variety of lines (link to Science drawing living and non living things)</p>
<b>DT</b>		<p><b>Mechanisms- Vehicles</b></p> <p>Mechanisms – Levers, sliders, wheels and axles</p> <p>Can explore and use mechanisms in their products (<i>vehicles Nissan –local factory. Changing tyres to snow tyres in the winter</i>)</p>	<p><b>Structures -Money boxes</b></p> <p>Textiles – cut and mark out fabric, join using glue. (<i>stick puppet families link to PSHE and LGBT+</i>)</p>	<p><b>Cooking and nutrition- Healthy pizzas</b></p> <p>Cooking and nutrition – (<i>healthy pizzas and fruit salads using local produce / school garden</i>)  <a href="#">Article 6</a>  <a href="#">Article 24</a></p> <p>Structure- (<i>Bug Hotel in school garden</i>)          Can build structures, exploring how they can be made stronger, stiffer and more stable</p>
<b>Music</b>	Hands Feet Heart	Babushka	<p>Glockenspiel Stage 1</p> <p>I wanna play in a band</p>	<p>Zoo Time</p> <p>Reflect, rewind, replay</p>
<b>RE</b>	<p>What does it mean to belong to Christianity?</p> <p>St. Cuthbert</p>	<p>Why is light important at Christmas?</p>	<p>Christianity – Why is the bible important to Christians?</p> <p>How do Christians celebrate Easter?</p>	<p>How do Buddhists show their beliefs?</p>

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<b>PE</b>	Dance- round the clock	Gymnastics- partner work	Invasion Games- Piggy in the middle  Net-Wall Games- mini tennis	Athletics- furthest five  S/F Games- kick rounders
<b>PSHE</b>	Being me in my world- who am I and how do I fit?	Celebrating differences- respect for similarity and difference. Anti-bullying and being unique.	Dreams and goals- aspirations, how to achieve goals and understanding the emotions.  Healthy me- being and keeping safe and healthy.	Relationships- building positive, healthy relationships.  Changing me- coping positively with change.