

Year 2 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	A walk in London	Fire! Fire!	Around the world		Up, up and away!	Into the garden
English	<ul style="list-style-type: none"> - Stories set in a familiar setting - Recounts - Poetry 	<ul style="list-style-type: none"> - Traditional Tales with a Twist - Instructions - Persuasion 	<ul style="list-style-type: none"> - Stories set in a familiar setting - Explanation 	<ul style="list-style-type: none"> - Stories by a significant author - Fables 	<ul style="list-style-type: none"> - Non Chronological Reports - Recounts 	<ul style="list-style-type: none"> - Classic Poetry - Extended Stories Poems with a structure
Maths	<ul style="list-style-type: none"> - Place Value - Number Bonds - Addition - Subtraction - Measure - Geometry 	<ul style="list-style-type: none"> - Measures - Statistics - Multiplication and Division - Fractions 	<ul style="list-style-type: none"> - Place Value - Addition and Subtraction - Geometry - Addition and Subtraction - Fractions 	<ul style="list-style-type: none"> - Measures - Statistics 	<ul style="list-style-type: none"> - Shape - Place Value and Number - Addition and Subtraction - Multiplication and Division 	<ul style="list-style-type: none"> - Measures - Addition and Subtraction - Multiplication - Statistics - Number - Geometry
Geography	<p>Use simple fieldwork and observational skills to study the geography of our school, its grounds and the key human/physical features of its surrounding environment.</p> <p>Use aerial photos and plan perspectives to recognise landmarks and basic human/ physical features: devise a simple map, use and construct basic symbols in a key.</p> <p>Use simple compass directions and locational/ directional</p>		<p>Name and locate the world's seven continents and five oceans (recap), identify Zimbabwe/ focus country on a world map.</p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (recap).</p> <p>Extend comparison from Sp1 by comparing climates of two focus areas and producing weather report.</p> <p>Plot routes of explorers on a world map.</p>		<p><i>Develop fieldwork and observational skills linked to Plants theme in Science.</i></p>

Year 2 Long Term Planning

	<p>language to describe the features and routes on a map of London.</p> <p>Use world maps, atlases and globes to name, locate and identify characteristics of the 4 countries and capital cities of the UK and its seas.</p> <p>(Start local, zoom out)</p>		(Zimbabwe/other), including school link.			
History	<p>How has London changed over time?</p> <p>Consider historical maps/ plan perspectives of London over time; lay groundwork for work on GFL.</p> <p><i>BHM/ English link</i> <i>Study and compare the lives of significant individuals in the past to compare aspects of life in different periods: Mary Seacole and Edith Cavell.</i></p>	<p>How did the Great Fire of London spread?</p> <p>Study events beyond living memory.</p> <p>Explore significant historical events, people and places in children's own locality: local impact of GFL.</p> <p>Study the lives of significant individuals in the past – Sir Christopher Wren, Samuel Pepys.</p> <p><i>School-wide mini-project: Study events beyond living memory – Remembrance day, WW1 100yrs anniversary.</i></p>		<p>How do we know about Zimbabwe/ other focus country?</p> <p>Study the lives of significant individuals: explorers.</p> <p>Skills focus: develop chronological understanding and awareness of the past. Understand some of the ways we find out about the past and how it is represented.</p>	<p><i>Enquiry Q to be led by chn</i></p> <p>Study events beyond living memory (the first flight).</p> <p>Study the lives of significant individuals in the past to compare aspects of life in different periods e.g. Amelia Earhart/ Valentina Tereshkova.</p>	<p><i>Consider current/ historical uses of plants linked to Plants theme in Science.</i></p>
Science	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways 					

Year 2 Long Term Planning

	<ul style="list-style-type: none"> observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 					
	Everyday materials Mary Anderson	Everyday materials John Dunlopp	Animals, including humans Charles Macintosh John McAdam	Living things and their habitats Jane Goodall	Plants & Seasonal change Leonardo da Vinci	Plants George Mendel
PE	Attacking and defending	Performance Dance	Balance, agility and coordination	Throwing and catching	Running and jumping	Net and wall games
RE	1.3 & 1.2 Who is Jewish / Muslim and what do they believe? (compare and contrast, reference to sacred books 1.4) <i>Visit Brick Lane synagogue</i>		1.6 How and why do we celebrate special and sacred times? <i>Visit St Anne's Church</i>		1.8 How should we care for others and the world, and why does it matter?	
PSHE	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me
SRE					<p>Lesson 1: Differences: Boys & Girls. To introduce the concept of male and female and gender stereotypes. To identify differences between males and females.</p> <p>Lesson 2: Differences: Male & Female. To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>Lesson 3: Naming the body parts. To know the scientific names of the body parts that differ in males and females. To be able to describe the physical differences between males and females.</p>	
Art	Drawing – line, shape and colour		Sculpture – texture and technique, form			Printing – colour, space

Year 2 Long Term Planning

D & T		Textiles	Cooking	Structures	Mechanisms	
Computing	Programming – Robots, predicting and debugging Technology in our lives – Presenting information and keyboard skills		Programming – describe actions as algorithms and debug Handling data – Popplet to create flow chart		E-Safety - posters using multimedia Programming – drawing and creating shapes	
Music	<u>Unit: The Long and Short of it</u> <ul style="list-style-type: none"> • how to use their voices to make a variety of long and short sounds • that music is made up of long and short sounds • how to make sounds of different duration on untuned percussion instruments • how to use instruments to create sequences of long and short sounds • how to combine long and short sounds to fit in with a steady beat • to explore long and short sounds on classroom instruments 		<u>Unit: Feel the Pulse</u> <ul style="list-style-type: none"> • what is meant by steady beat (pulse) • how to control a beat what is meant by rhythm • how to combine beat and rhythm • how to recall and copy rhythm patterns • how to create rhythm patterns based on words and phrases • to use beat and rhythm to create an accompaniment for a chant/song 		<u>Unit: What's the Score?</u> <ul style="list-style-type: none"> • about classroom instruments • to identify different ways instruments make sounds • to identify how sounds can be changed • to understand how symbols can be used to represent sounds • to compose a class composition and make a score 	
RRSA	<p>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p> <p>Article 16 Every child has the right to privacy. The law should protect the child's private, family and home life.</p> <p>Article 6 Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.</p> <p>Article 3 The best interests of the child must be a top priority on all things that affect children.</p> <p>Article 32 Governments must protect children from work that is dangerous or might harm their health or education.</p>					