

## Long Term Plan 2021/22 – Year 2

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Topic</b>	<b>Great people who changed the world</b>		<b>All Creatures Great and Small</b>		<b>Land Ahoy! Transition</b>	
<b>Memorable experience</b>	<ul style="list-style-type: none"> <li>- Influential speaker - Charity worker/someone who has campaigned to change something/MP/Paralympian               <ul style="list-style-type: none"> <li>- Harvest/Church visit</li> <li>- Christmas Performances/Church visit</li> <li>- Pumpkin Competition</li> <li>- Mental health day</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Letter from 'Wendy' – Hook into topic</li> <li>- RSPCA visit / White Post Farm Trip               <ul style="list-style-type: none"> <li>- Easter celebrations</li> </ul> </li> <li>- World Book Week Celebration</li> <li>- Chinese New Year Celebration</li> </ul>		<ul style="list-style-type: none"> <li>-Year 2 camp</li> <li>-Visit to Juniors (Transition)</li> <li>-Year 2 play – pirates Vs Mermaids</li> <li>- Art Gallery</li> </ul>	
<b>English</b>	<p><b>Key texts:</b></p> <p>Amazing Grace (Hoffman) / Grace and family POR: Fiction</p> <p>What If... (Samantha Berger and Mike Curato): Poetry</p> <p><b>Literacy shed clip:</b> A cloudy lesson</p>	<p><b>Key texts:</b></p> <p>Ada's violin (Susan Hood): Historical non-fiction</p> <p>Great Women Who Changed the World (Kate Pankhurst): Non-fiction</p>	<p><b>Key texts:</b></p> <p>Alice in Wonderland (Lewis Carroll) POR: Fiction</p> <p><b>Literacy shed clip:</b> Origins</p>	<p><b>Key texts:</b></p> <p>World book week focus: Hodgeheg (Dick-King Smith): Fiction</p> <p>Jinnie Ghost (Berlie Doherty): Poetry</p> <p>Animal Atlas: Non-fiction</p>	<p><b>Key texts:</b></p> <p>Dear Greenpeace (Simon James): Fiction</p> <p>Whales (National Geographic Kids): Non-fiction</p>	<p><b>Key texts:</b></p> <p>The Storm Whale (Benji Davies) POR: Fiction</p> <p>Shiver Me Timbers (Oakley Graham): Poetry - rhyming</p> <p><b>Literacy shed clip:</b> - Catch A LOT</p>
<p>See 'Year 2 English Progression Map' for more detail of English progression. See 'Reading Spine' for additional texts.</p>						
<b>Maths</b>	<ul style="list-style-type: none"> <li>- Place value</li> <li>- Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>- Money</li> <li>- Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>- Multiplication and Division</li> <li>- Statistics</li> <li>- Properties of Shape</li> </ul>	<ul style="list-style-type: none"> <li>- Fractions</li> <li>- Measurement (length and height)</li> </ul>	<ul style="list-style-type: none"> <li>- Position and Direction</li> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Time</li> <li>- Measurement (mass, capacity and temperature)</li> <li>- Investigations</li> </ul>
<b>Science</b>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Properties</li> <li>- Suitability of materials</li> <li>- Changing materials investigation (bending, stretching, twisting, squashing).</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Inventor of waterproof material – Charles Macintosh</li> <li>- Waterproof materials investigation (floor book)</li> </ul>	<p><b>Animals – habitats:</b></p> <ul style="list-style-type: none"> <li>- Animal classification (Year 1 recap)</li> <li>- Suitability of habitats: animals</li> </ul>	<p><b>Animals:</b></p> <ul style="list-style-type: none"> <li>- Food chain</li> <li>- Offspring</li> </ul>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>- Suitability of habitats: plants</li> <li>- Plant investigation (floor book – needs for survival)</li> </ul>	<p><b>Animals - Humans:</b></p> <ul style="list-style-type: none"> <li>- Diet, hygiene and exercise</li> <li>- Human needs for survival (link to plant)</li> </ul>

<b>Geography</b>		<p><b>Human &amp; Physical Geography</b> - Human &amp; physical features in local area.</p> <p><b>Place Knowledge</b> - Compare / contrast local area with a contrasting area of an non-European country (Cateura/ Paraguay – English Link)</p>	<p><b>Locational Knowledge</b> - 7 continents and 5 oceans of the world.</p> <ul style="list-style-type: none"> <li>- Location of the continents and oceans lie in relation to the equator &amp; the impact on climate.</li> <li>- Location of UK; composition of countries and surrounding seas.</li> </ul> <p><b>Human &amp; Physical Geography</b> -Identification of human &amp; physical features of different areas in the world.</p> <p><b>Skills &amp; Fieldwork</b> - Use of world map, globe &amp; atlas. - Use a key on a map to retrieve information.</p>	<p><b>Geographical Skills &amp; Fieldwork</b> - Use of aerial photographs of locality (Bingham).</p>	<p><b>Geographical Skills &amp; Fieldwork</b> - Map work – compass, direction, navigation</p> <p>-Devise own fictional map and construct a key; answer questions based on key.</p>
<b>History</b>	<p><b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>- Historical objects &amp; ways of life</li> <li>- Use of historical vocabulary</li> <li>- Artefacts – same/different – How have they changed?</li> </ul> <p><b>Events beyond living memory &amp; Significant individuals</b> Karl Benz, Charles Macintosh, Marie Curie, Nelson Mandela, Rosa Parks, Ludwigg Guttman (founder of Paralympics), Emmeline Pankhurst, Ada Lovelace (local). -Key composers of historical importance (Bach, Vivaldi, Mozart, Haydn – Music Link)</p> <ul style="list-style-type: none"> <li>- Life of significant individuals.</li> <li>- Use a variety of sources to understand key features of individuals and events.</li> <li>- What is a Timeline? (place events within a chronological framework)</li> <li>- Respond to a line of enquiry.</li> </ul>	<p><b>Significant individual &amp; Local History</b> Dick King-Smith (World Book Week Link).</p> <ul style="list-style-type: none"> <li>- Use a variety of sources to learn about significant individual.</li> <li>- Life of significant individual.</li> </ul>	<p><b>Events beyond living memory &amp; Significant individuals</b> Christopher Columbus</p> <ul style="list-style-type: none"> <li>- Changes in ships, travel, transport over time.</li> <li>- Use of historical vocabulary</li> <li>- Use a variety of sources to understand key features of individuals and events.</li> </ul>	<p><b>Events beyond living memory &amp; Significant individuals</b> Robert Miles</p> <ul style="list-style-type: none"> <li>- Life of significant individual - local.</li> </ul> <p><b>Significant individual in own locality</b> William Booth Salvation Army</p> <ul style="list-style-type: none"> <li>- Life of significant individual - local.</li> <li>- Changes in an area of Nottingham city – past and present comparison.</li> <li>- Use a chronological framework (class timeline) to link people/events and develop understanding of time over period.</li> </ul>	

<b>Computing</b>	<p><b>Digital Literacy:</b> - Internet Safety Introduction</p> <p><b>Logging on to Chrome Books</b></p> <p><b>Computer Science:</b> - Coding Introduction using PurpleMash</p>	<p><b>Information Technology:</b></p> <p><b>Microsoft Word</b> - Saving/retrieving work - Typing – space bar, shift key, full stop - Changing size/colour/type of font. - Underline, bold, italics tools - Inserting picture from the clipart bank.</p> <p>(Creating Word fact page on Great People – History link)</p>	<p><b>Information Technology:</b> - Questioning</p> <p><b>Digital Literacy:</b> - Internet safety block (see separate planning)</p>	<p><b>Information Technology:</b></p> <p><b>Microsoft PowerPoint</b> - Changing font - Typing inc. question mark, exclamation mark - Inserting new slide, pictures, bullet points - Changing background design - Use animation</p> <p>(Creating PowerPoint on habitats – science link)</p>	<p><b>Information Technology:</b></p> <p><b>Paint programme</b> - Selecting colours - Selecting tools for purpose - Background fill</p> <p>(Create desert island landscape – link to collage)</p> <p><b>Making Music</b></p>	<p><b>Computer Science:</b></p> <p>Coding development using PurpleMash/Scratch Junior</p>
<b>Music</b>	<p><b>Listening, Appraising + Responding:</b> - Music over periods of time / great composers (Vivaldi, Bach, Mozart, Haydn) - Comparing pieces of music and identifying changes in tempo, dynamics + pitch. - Responses / feelings related to music</p> <p><b>Performing:</b> - Harvest performance to a live audience.</p>	<p><b>Performing:</b> - Christmas performance to a live audience.</p> <p><b>Listening, Appraising + Responding:</b> - Naming / classifying instruments.</p>	<p><b>Composing:</b> - Using instruments (untuned), choosing appropriate dynamics, tempo to create simple composition. - Sing expressively, with melodic and rhythmic accuracy, focusing on the dynamics of the song/tune. - Understand how to represent sounds pictorially (using graphic scores and notation scores). - Begin to use note names to represent a simple composition (focus – Ocarinas).</p> <p><b>Listening, Appraising + Responding:</b> - Make suggestions about how to improve work.</p> <p><b>Performing:</b> - Perform compositions to the class (in groups).</p>		<p><b>Composing:</b> Making music (Computing – PM Unit 2.7)</p> <p><b>Performing:</b> - Singing (songs related to topic – Christopher Columbus / Sea Shanties – pirates link). Focus on Rhythm / dynamics. How has style of music changed? - Singing (within end of year performance). - Identify structure in songs (verse, chorus, bridge).</p> <p><b>Listening, Appraising + Responding:</b> - Music across historical periods, genres, styles and traditions (pirate voyage) - Recognise + identify changes in tempo, dynamics and pitch.</p>	
<b>Design &amp; Technology</b>	<p><b>Technical Knowledge - Mechanisms</b></p> <p>- Wheels and axels mechanism (moving car – link to Karl Benz) <b>(Design, make, evaluate)</b></p>	<p><b>Technical Knowledge - Mechanisms</b></p> <p>- Spring mechanism (Christmas card)</p>	<p><b>Technical Knowledge - Cooking and Nutrition</b></p> <p>- Food origins. - Healthy diet ('Eat Well Plate' and '5 a Day').</p>	<p><b>Technical Knowledge - Cooking and Nutrition</b></p> <p>- Prepare a healthy dish, performing a range of food preparation skills. <b>(Design, make, evaluate)</b></p>	<p><b>Technical Knowledge - Mechanisms</b></p> <p>- Choose own mechanism to create moving part in a product.</p>	<p><b>Technical Knowledge – Textiles</b></p> <p>- Sewing project <b>(Design, make, evaluate)</b></p>

<b>Art &amp; Design</b>	<b>Drawing - Pencil: Self-portraits</b>  <b>Techniques:</b> line, shape, space  <b>Artist:</b> Kei Meguro  	<b>Drawing/Colour/ Pattern – Ink: Pointillism poppy</b>  <b>Techniques:</b> shape, pattern, texture, space, colour  <b>Artist:</b> George Seurat  	<b>Materials - Collage: Mythical creature collage</b>  <b>Techniques:</b> shape, form, texture, space, colour  <b>Artist:</b> Deborah Shapiro  	<b>Sculpting – Clay: Hedgehog collage</b>  <b>Techniques:</b> shape, form, texture, space  <b>Artist:</b> Anthony Gormley  	<b>Drawing - Charcoal: Charcoal wave image</b>  <b>Techniques:</b> shape, line, texture, space, colour  <b>Artist:</b> Robert Longo  	<b>Colour – Painting: Sea landscape</b>  <b>Techniques:</b> shape, line, texture, space, colour  <b>Artist:</b> Vincent Van Gogh  
	<b>Pattern/Printing:</b>  <b>Artist:</b> Gustav Klimt  					
<b>PE</b>	<b>Teacher:</b> Uni Hoc  <b>Coach:</b> Multiskills	<b>Teacher:</b> Gymnastics  - Floor work – rolls, balancing, movement, sequencing  - Large apparatus  <b>Coach:</b> Dance	<b>Teacher:</b> Cheerleading or Drumba  <b>Coach:</b> Large ball skills/ invasion games (tag rugby)	<b>Teacher:</b> Cheerleading or Drumba  <b>Coach:</b> Striking / fielding (throwing, catching)	<b>Teacher:</b> Bat and ball skills: rounders  - Yoga  <b>Coach:</b> Athletics skills	<b>Teacher:</b> Tennis  <b>Coach:</b> Ball skills (football)
<b>RE</b>	<b>What did Jesus teach?</b>  <b>Key Question:</b> Is it possible to be kind to everyone all of the time?  <b>Religion:</b> Christianity	<b>Christmas - Jesus as gift from God</b>  <b>Concept:</b> Incarnation  <b>Key Question:</b> Why do Christians believe God gave Jesus to the world?  <b>Religion:</b> Christianity	<b>Passover</b>  <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?  <b>Religion:</b> Judaism	<b>Easter – Resurrection</b>  <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?  <b>Religion:</b> Christianity	<b>The Covenant</b>  <b>Key Question:</b> How special is the relationship Jews have with God?  <b>Religion:</b> Judaism	<b>Rites of Passage and good works</b>  <b>Key Question:</b> What is the best way for a Jew to show commitment to God?  <b>Religion:</b> Judaism
<b>PSHE</b>	<b>Being me in my world</b>	<b>Celebrating difference</b>	<b>Dreams and goals</b>	<b>Healthy eating</b>	<b>Relationships</b>	<b>Changing me</b>
<b>British values</b>	<b>Democracy</b>	<b>Tolerance</b>	<b>Mutual respect</b>	<b>Rule of law</b>	<b>Individual liberty</b>	<b>Recap on all</b>
<b>Learning Attitudes</b>		<b>Willingness to Learn</b>	<b>Resilience</b>	<b>Motivation</b>	<b>Determination</b>	<b>Reflection</b>

