

Long Term Plan 2023/24 – Year 2

	Autumn 1 8 weeks	Autumn 2 6 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 8 weeks
Topic	Great people who changed the world		All Creatures Great and Small		Commotion in the Ocean Transition	
Memorable experience	<ul style="list-style-type: none"> - Influential speaker - Charity worker/someone who has campaigned to change something/MP/Paralympian - Harvest/Church visit - Christmas Performances/Church visit - Pumpkin Competition - Mental health day 		<ul style="list-style-type: none"> - Letter from 'Wendy' – Hook into topic - RSPCA visit - Easter celebrations - World Book Week Celebration - Chinese New Year Celebration 		<ul style="list-style-type: none"> -Year 2 camp -Visit to Juniors (Transition) -Year 2 play – Eddy the Penguin Saves the World - Art Gallery 	
English	<p>Non-fiction: Great Women who Changed the World (Kate Pankhurst)</p> <p>Cultures/Themes: Ada's Violin (Susan Hood)</p> <p>Literacy Shed Clip: A Cloudy Lesson</p>		<p>Fiction: Hodgeheg - World book week focus: (Dick-King Smith)</p> <p>Tale of Peter Rabbit (Beatrix Potter)</p> <p>Non-fiction: Animal Atlas</p>		<p>Fiction: The Storm Whale (Benji Davies) POR</p> <p>Cultures/Themes: Dear Greenpeace (Simon James)</p> <p>Literacy Shed Clip: Catch A LOT!</p>	
<p><i>See 'Year 2 English Progression Map' for more detail of English progression. See 'Reading Spine' for additional texts.</i></p>						
Maths	<ul style="list-style-type: none"> - Place value - Addition and Subtraction 	<ul style="list-style-type: none"> - Money - Multiplication and Division 	<ul style="list-style-type: none"> - Multiplication and Division - Statistics - Properties of Shape 	<ul style="list-style-type: none"> - Fractions - Measurement (length and height) 	<ul style="list-style-type: none"> - Position and Direction - Problem solving 	<ul style="list-style-type: none"> - Time - Measurement (mass, capacity and temperature) - Investigations
Science	<p>Materials: - Properties</p> <ul style="list-style-type: none"> - Suitability of materials - Changing materials investigation (bending, stretching, twisting, squashing). 	<p>Materials: - Inventor of waterproof material – <i>Charles Macintosh</i></p> <ul style="list-style-type: none"> - Waterproof materials investigation (floor book) 	<p>Animals – habitats:</p> <ul style="list-style-type: none"> - Animal classification (Year 1 recap) - Suitability of habitats: animals 	<p>Animals:</p> <ul style="list-style-type: none"> - Food chain - Offspring 	<p>Plants:</p> <ul style="list-style-type: none"> - Suitability of habitats: plants - Plant investigation (floor book – needs for survival) 	<p>Animals - Humans:</p> <ul style="list-style-type: none"> - Diet, hygiene and exercise - Human needs for survival (link to plant)

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

Computing	<p>Digital Literacy: - Internet Safety Introduction</p> <p>Logging on to Chrome Books</p> <p>Computer Science: - Coding Introduction using PurpleMash</p>	<p>Information Technology:</p> <p>Microsoft Word - 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>Information Technology: - Questioning</p> <p>Digital Literacy: - Internet safety block (see separate planning)</p>	<p>Information Technology:</p> <p>Microsoft PowerPoint - Changing font - Typing inc. question mark, exclamation mark - Inserting new slide, pictures, bullet points - Changing background design - Use animation</p> <p>(Creating PowerPoint on Dick King-Smith – history link)</p>	<p>Information Technology:</p> <p>Paint programme - Selecting colours - Selecting tools for purpose - Background fill</p> <p>(seascape – link to art)</p> <p>Making Music</p>	<p>Computer Science:</p> <p>Coding development using PurpleMash/Scratch Junior</p>
Music	<p>Listening, Appraising + Responding: - Music over periods of time / great composers (Vivaldi, Bach) - Comparing pieces of music and identifying changes in tempo, dynamics + pitch. - Responses / feelings related to music</p> <p>Performing: - Harvest performance to a live audience.</p>	<p>Performing: - Christmas performance to a live audience.</p> <p>Listening, Appraising + Responding: - Naming / classifying instruments.</p>	<p>Composing: - 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>Listening, Appraising + Responding: - Make suggestions about how to improve work.</p> <p>Performing: - Perform compositions to the class (in groups).</p>		<p>Composing: Making music (Computing – PM Unit 2.7)</p> <p>Performing: - 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>Listening, Appraising + Responding: - Music across historical periods, genres, styles and traditions (pirate voyage) - Recognise + identify changes in tempo, dynamics and pitch.</p>	
Design & Technology	<p>Technical Knowledge - Mechanisms</p> <p>- Wheels and axels mechanism (moving car – link to history: Karl Benz) (Design, make, evaluate)</p>	<p>Technical Knowledge - Mechanisms</p> <p>- Spring mechanism (Christmas card)</p>	<p>Technical Knowledge - Cooking and Nutrition</p> <p>- Food origins. - Healthy diet ('Eat Well Plate' and '5 a Day').</p>	<p>Technical Knowledge - Cooking and Nutrition</p> <p>- Prepare a healthy dish, performing a range of food preparation skills. (Design, make, evaluate)</p>	<p>Technical Knowledge - Mechanisms</p> <p>- Choose own mechanism to create moving part in a product.</p>	<p>Technical Knowledge – Textiles</p> <p>- Sewing project (Design, make, evaluate)</p>

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