

## Year 2 Long Term Plan

	Explorers	What do we do in Winter?	The Animal Kingdom	The Great Fire of London	Africa
<b>Science</b>	<p><b>Uses of everyday materials</b> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Scientific Skills</b> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions.</p>	<p><b>Seasonal Changes</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Scientific Skills</b> Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions.</p> <p><b>Uses of everyday materials (focus on work of Charles Macintosh)</b> Identify and compare the suitability of a variety of everyday materials, for particular uses</p> <p><b>Scientific Skills</b> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests.</p>	<p><b>Animals Including Humans (yr1)</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Living Things and Their Habitats(Yr2)</b> Explore and compare the differences 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>		

	<p>Gathering and recording data to help in answering questions.</p>		<p>provide for the basic needs of different kinds of animals and plants, and how they depend on each other  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.  <b>Animals Including Humans (Yr2)</b>  Notice that animals, including humans, have offspring which grow into adults  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  <b>Scientific Skills</b>  Asking simple questions and recognising that they can be answered</p>		
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			<p>in different ways.          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.</p>		
<b>Geography</b>	<p><b>Geographical skills and fieldwork</b>          Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.          Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p><b>Human and physical geography</b>          Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  <b>Geographical skills and fieldwork</b>          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.</p>		<p><b>Locational knowledge</b>          Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p>	<p><b>Locational knowledge</b>          Name and locate the world's seven continents and five oceans  <b>Place knowledge</b>          Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Frizinghall), and of a small area in Africa.          Human and physical geography          Location of hot and cold areas of the world in relation to the Equator and the North and South Poles  <b>Geographical Skills and Fieldwork</b>          Use world maps, atlases and globes to identify the United</p>

					<p>Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the key human and physical features of Frizinghall.</p>
<b>History</b>	<p><b>Study 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 periods Christopher Columbus and Neil Armstrong</b></p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know where the people and events they study</p>			<p><b>Events beyond living memory that are significant nationally or globally - the Great Fire of London</b></p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>Use a wide vocabulary of everyday historical</p>	

	<p>fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>			<p>terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	
<b>Art</b>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - painting</p>		<p><u>Clay animal sculptures:</u> Use sculpture to develop and share their ideas, experiences and imagination. Use a range of materials creatively to design and make products Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <u>Collage based on Henri Rousseau's Surprise!</u> Learn about the work of</p>		<p><u>Oil pastel patterns based on animal coats/skins and African printed fabric:</u> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>

			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.		
<b>Design Technology</b>		<p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b> 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> <p><b>Evaluate</b> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> Explore and use mechanisms - levers, sliders in their products.</p>		<p><b>Design</b> 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> <p><b>Make</b> 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> <p><b>Evaluate</b> Explore and evaluate a</p>	<p><b>Cooking and Nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. Bread</p>

				range of existing products Evaluate their ideas and products against design criteria <b>Technical knowledge</b> Build structures, exploring how they can be made stronger, stiffer and more stable Bridge		
<b>Music</b>		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music		Listen with concentration and understanding to a range of high-quality live and recorded music	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.	
<b>Music - Charanga and instrument</b>	Hands, Feet, Heart Bamboo tamboo - Ho, Ho, Ho		I Wanna Play in a Band Bamboo tamboo - Zoo Time		Friendship Song Bamboo tamboo - Reflect, Rewind, Replay Djembe drums - African music	
<b>PE</b>	<b>Invasion games – Football, netball</b> <b>Master basic movements :</b> <b>running</b> <b>jumping</b> <b>throwing</b> <b>catching</b>	<b>Design and perform dances using simple movement patters.</b> Explore, remember, repeat and link actions with co-	<b>Develop balance, agility and co-ordination.</b> Move confidently and safely in their own and general space, using change of speed	<b>Invasion games – Football, netball</b> <b>Develop simple tactics for attacking</b> <b>Develop simple tactics for defending</b>	<b>Cricket and rounders</b> <b>Participate in team games</b> Perform the basic fielding technique of tracking and stopping a small	<b>Athletics</b> <b>Develop balance, agility and co-ordination.</b> Remember, repeat and link combinations of actions. Use their

	<p><b>Participate in team games</b>  Receive and send the ball to others, with the feet and hands as appropriate.  Begin to use a range of ball skills in games, including shooting and ball control.  Travel in a variety of ways including running and jumping</p>	<p>ordination, control and expression.  Move confidently in their own space, exploring changes of rhythm, speed, level and direction.  Compose and perform short dances with beginning, middle and end movements, expressing and communicate moods, ideas and feelings.</p>	<p>and direction.  Explore, perform and link gymnastics actions (e.g. (pencil/straight, tuck, star, pike, dish and arch), body shapes, balances and rolls with increasing control.  Explore making their body tense, relaxed, stretched and curled.  Copy, explore, create, sequence and perform movement ideas, on their own and with a partner.  Perform movement phrases using a range of body actions and body parts.  Explore and develop different ways of stretching, rolling, balancing and travelling.</p>	<p>Developing simple tactics for attacking and defending in variety of invasion games.  Participate in simple games, develop simple tactics and use them appropriately.</p>	<p>ball with increasing control and coordination.  Strike a small ball with a bat, with development of correct body position.</p>	<p>bodies and a variety of equipment with greater control and co-ordination.  Explore and throw a variety of objects with one hand, including towards a target.  Jump from a stationary position with control, landing safely  Safely change speed and direction whilst running.</p>
RE	<p><b>How is new life welcomed?</b>  A. Investigate the</p>	<p><b>How can we make good choices?</b>  A. Investigate the</p>	<p><b>How and why do people pray?</b>  A. Investigate the</p>	<p><b>How can we look after the planet?</b>  C. Investigate how</p>	<p><b>What did Jesus teach and how did he live?</b>  A. Investigate the</p>	



	beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. Visit St Margaret's church, Shipley Fields Rd (baptism/christening)			beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; C. Investigate how religions and other world views influence morality, identity and diversity, including: Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses			beliefs and practices of religions and other world views, including: 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth.			religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.			beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 2. Ultimate Questions of belonging, meaning, purpose and truth. C. Investigate how religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses		
<b>Computing (including Online Safety)</b>	<b>Self-Image and Identity (1)</b>	<b>Spreadsheets (4)</b>	<b>Online Relationships (1)</b>	<b>Creating Pictures (5)</b>	<b>Online Reputation (1)</b>	<b>Making Music (3)</b>	<b>Online Bullying (1)</b>	<b>Presenting Ideas (3)</b>	<b>Managing Online Information (1)</b>	<b>Effective Searching (3)</b>	<b>Health, well-being and Lifestyle (1)</b>	<b>Coding (6)</b>	<b>Privacy and Security (1)</b>	<b>Questioning (5)</b>	<b>Copyright and Ownership (1)</b>
<b>PSHE (Online Safety)</b>	<b>Me and My Relationships</b> Our ideal classroom		<b>Valuing Difference</b> What makes us who we are?			<b>Keeping Myself Safe</b> Harold's picnic How safe would you		<b>Rights and Responsibilities</b> Getting on with		<b>Being my Best</b> You can do it! My day		<b>Growing and Changing</b> A helping hand			

<p>lessons optional – as needed)</p>	<p>(1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy!</p>	<p>How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem</p>	<p>feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept</p>	<p>others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping Playing games</p>	<p>Harold's postcard - helping us to keep clean and healthy Harold's bathroom My body needs... What does my body do?</p>	<p>Sam moves away Haven't you grown! Basic first aid</p>
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