

Year 2 Long Term Plan



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Weather Patterns	Toys Through Time	Where We Live	The Monarchy	Our World
Enquiry Questions	How am I making history?	What is the weather like in the UK?	How have toys changed?	What is it like to live here?	What is a Monarch?	What is Shanghai like?
Core Books	Grandad's Island Benji Davies	The Night Gardener The Fan Brothers	Rosey Revere, Engineer Andrea Beaty	A River Marc Martin	The King Who Banned the Dark Emily Haworth-Booth	The Bog Baby Jeanne Willis
WOW	Time Capsule	Mini Meteorologists	Design and Invent your own Toy	Visit from Earl Shilton historian	Royal Day	Visit and sketch a local place of worship
Maths	<u>Number</u> : counting forwards and backwards <u>Number bonds</u> <u>Number</u> : Place value	<u>Number</u> : addition and subtraction <u>Number</u> : Multiplication and division	<u>Number</u> : Multiplication and division <u>Measurement</u> : Money Statistics	<u>Number</u> : Fractions Consolidation of number <u>Measurement</u> : mass, capacity and temperature	<u>Measurement</u> : Length and height <u>Number</u> : problem solving <u>Measurement</u> : Time	<u>Number</u> : Consolidation of number <u>Geometry</u> : position and direction <u>Geometry</u> : properties of shape
English	Remembering narrative Information text	Diary Setting narrative	Invention narrative Explanation text	Circular narrative Letter	Banning narrative Persuasive letter	Finding narrative Instructions

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RE	<u>What do Christians believe God is like?</u> Identify what a parable is. Give an account of what the story means to Christians	<u>Why does Christmas matter to Christians?</u> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians	<u>What is the 'good news' Christian say Jesus brings?</u> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news	<u>Who is Muslim and how do they live?</u> Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control	<u>Who is Muslim and how do they live?</u> Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say about them too	<u>What makes some places sacred to believers?</u> Recognise that there are special places where people go to worship and talk about what people do there. Think, talk and ask questions about what happens in a church, synagogue and mosque
Science	<u>Living things and their habitats</u> Identify living, dead, and things that have never lived. Identify that most living things live in habitats	<u>Uses of everyday materials</u> Identify and compare the suitability of a variety of every day materials	<u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants	<u>Animals including humans</u> Basic needs for survival. Describe the importance for humans of exercise, diet and hygiene	<u>Everyday materials</u> Identify how shapes of solid objects can change by squashing, bending, twisting and stretching	<u>Animals including humans</u> Animals have offspring which grow into adults. Understand the basic needs of animals for survival
History	<u>All about me!</u> Know the difference between past and present in their own life		<u>Toys through time</u> Find answers to questions about the past, through toys		<u>The Monarchy</u> Exploring the role of the Monarch and past and present Monarchs	
Geography		<u>What is the weather like in the UK?</u> Explain how the weather changes with each season		<u>What is it like here?</u> Locate school on an aerial photograph Locate key features of the classroom and playground Draw simple maps		<u>What is Shanghai like?</u> Identify physical and human features of a non European country and to describe what it is like in Shanghai
Design and Technology	Cooking and Nutrition – Balanced Diet	Textiles – Pouches (link to Christmas)	Mechanisms – Fairground Wheel		Structures – Baby Bears Chair	Cooking and Nutrition – Balanced Diet

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Art and Design	Drawing – Tell a Story	Sculpture & 3D – Clay Houses	Craft and Design – Map it Out	(Kapow mixed age 1/ 2 cycle A) Drawing – Understanding Tone and Texture	Painting and Mixed Media – Life in Colour	
Computing	Computing systems and networks - IT around us	Creating media digital - Photography	Creating media - Making Music	Data and Information - Pictograms	Programming A - Robot Algorithms	Programming B - Quizzes
Music	<u>Call and response (Animals)</u> Using instruments to represent animals, copying rhythms and creating call and response rhythms	<u>Instruments (Theme: Musical Storytelling)</u> This unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo	<u>Singing (On this Island)</u> Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city	<u>Contrasting Dynamics (Planets)</u> This new unit helps children with developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets	<u>Structure (Myths and Legends)</u> Developing an understanding of structure by exploring and ordering rhythms	<u>Pitch (Musical Me)</u> In this unit, children are exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch
RSE & Health Education	World Mental Health Day Family and relationships	Anti-bullying week Health and Well-being	Safety and the changing body	Citizenship	Economic wellbeing	Healthy schools week Identity and body image
Physical Education	Games - Dribbling, kicking, hitting Gymnastics - high and low	Gymnastics Pathways, straight Games -Throwing and catching	Dance Jump rope - speed, agility and training	Dance Gymnastics - turning, spinning	Games - Bat and Ball Athletics	Group Games Gymnastics-Linking movements together