

## 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
<b>Topic</b>	<b>Great people who changed the world</b>		<b>All Creatures Great and Small</b>		<b>Commotion in the Ocean 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</li> <li>- Harvest/Church visit</li> <li>- Christmas Performances/Church visit</li> <li>- Pumpkin Competition</li> <li>- Mental health day</li> </ul>		<ul style="list-style-type: none"> <li>- Letter from 'Wendy' – Hook into topic</li> <li>- RSPCA visit</li> <li>- Easter celebrations</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 – Eddy the Penguin Saves the World</li> <li>- Art Gallery</li> </ul>	
<b>English</b>	<p><b>Non-fiction:</b> Great Women who Changed the World (Kate Pankhurst)</p> <p><b>Cultures/Themes:</b> Ada's Violin (Susan Hood)</p> <p><b>Literacy Shed Clip:</b> A Cloudy Lesson</p>		<p><b>Fiction:</b> Hodgeheg - World book week focus: (Dick-King Smith)</p> <p>Alice in Wonderland (Lewis Carroll)</p> <p><b>Non-fiction:</b> Animal Atlas</p>		<p><b>Fiction:</b> The Storm Whale (Benji Davies) POR</p> <p><b>Cultures/Themes:</b> Dear Greenpeace (Simon James)</p> <p><b>Literacy Shed Clip:</b> 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>						
<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> - Properties</p> <ul style="list-style-type: none"> <li>- Suitability of materials</li> <li>- Changing materials investigation (bending, stretching, twisting, squashing).</li> </ul>	<p><b>Materials:</b> - Inventor of waterproof material – <i>Charles Macintosh</i></p> <ul style="list-style-type: none"> <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 a non-European country (Cateura/ Paraguay – English Link)</p>	<p><b>Locational Knowledge</b> - 7 continents and 5 oceans of the world.</p> <p>- Location of the continents and oceans lie in relation to the equator &amp; the impact on climate.</p> <p>- Location of UK; composition of countries and surrounding seas.</p> <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.</p> <p>- 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> - Historical objects &amp; ways of life - Use of historical vocabulary</p> <p>- Artefacts – same/different – How have they changed? - Cars – same/different – how have they changed?</p> <p><b>Events beyond living memory &amp; Significant individuals</b> 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> <p>- Use a variety of sources to understand key features of individuals and events.</p> <p>- What is a Timeline? (place events within a chronological framework)</p> <p>- Changes in an area of Nottingham city – past and present comparison.</p> <p>- Respond to a line of enquiry.</p>	<p><b>Significant individual &amp; Local History</b> Dick King-Smith (World Book Week Link).</p> <p>- Use a variety of sources to learn about significant individual.</p> <p>- Life of significant individual.</p>	<p><b>Events beyond living memory &amp; Significant individuals</b> Christopher Columbus - Changes in ships, travel, transport over time.</p> <p>- Use of historical vocabulary</p> <p>- Use a variety of sources to understand key features of individuals and events.</p>		

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