

Year 2 – Long Term Plan

|                | <b>Autumn 1</b><br>Why is my world wonderful?   | <b>Autumn 2</b><br>Why are some places special?  | <b>Spring</b><br>Fantastic Firsts   | <b>Summer</b><br>Holidays - where shall we go?   |
|----------------|---|--|---|--|
| <b>English</b> | <p>Here we are</p> <p>Lost and Found</p> <p>The Emperor's Egg</p> <p>Antarctica (non fiction)</p> <p>The Rainbow Bear</p> <p>Little Polar Bear</p>  | <p>The Egg</p> <p>The Knight who wouldn't fight</p> <p>Tell me a dragon</p> <p>Dragon Poems</p> <p>The Glitter Dragon</p> <p>The Paperbag Princess</p>     | <p>The First Slodge</p> <p>The Way Back Home</p> <p>Journey- whole school</p> <p>Neil Armstrong- The First Man on the Moon</p> <p>Amazing Grace</p>   | <p>The Secret Garden</p> <p>Frog and Toad Together</p> <p>The Owl Who Was Afraid of the Dark</p>   |
|                | <p><i>Writing to entertain</i></p> <ol style="list-style-type: none"> <li>1. Story – retell</li> <li>2. Descriptions - character</li> <li>3. In character / role – Letter From the boy in Lost and found</li> </ol> | <p><i>Writing to inform</i></p> <ol style="list-style-type: none"> <li>1. Recount- Diary entry</li> <li>2. Letter- Letter from a knight /dragon</li> </ol> | <p><i>Writing to entertain</i></p> <ol style="list-style-type: none"> <li>1. Story - The Pirate Cruncher write a new ending</li> <li>2. Descriptions- The Pirates Next Door – Pirate Wanted Posters</li> </ol> <ol style="list-style-type: none"> <li>1. In character / role- Letter about Captain Cook adventures</li> </ol> | <p><i>Writing to inform</i></p> <ol style="list-style-type: none"> <li>1. Recount- stages of a butterfly's life cycle</li> <li>2. Letter- The Secret Garden letter to a friend describing what they have found</li> </ol> <p>Instructions- How to take care of bees</p> <ol style="list-style-type: none"> <li>1. Story – The Owl who was Afraid of the</li> </ol> |

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|              |   | <p>Instructions – How to make a hot chocolate</p> <p>Poetry – There’s a dragon in the garden!</p>   | <p>3. Poetry- Pirate Pete</p> <p>1. Story- The Snail and the Whale story adaptation</p> <p>2. Descriptions-</p> <p>3. In character / role – A New Home for a Pirate letter in a bottle<br/>Advert for ship’s crew<br/>Poetry – Treasure chest poems</p> | <p>Dark – new story animal afraid of...</p> <p>2. Descriptions- The Secret garden descriptions</p> <p>3. In character / role- Superworm diary entries</p> <p>4. Poetry linked to habitats</p>   |
| <b>Maths</b> | <p>Chronological order</p> <p>White Rose</p>  | <p>Measurement - temperature</p>  | <p>Positional language<br/>Direction</p> <p>Measurement - length</p>  | <p>Statistics</p>   |
| Science      | <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> | <p>Identify that most living things live in habitats to which they are suited</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> | <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>(STEM boats)</p>   | <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> |

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|                                      |   | <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <a href="#">Article 24</a></p> | <p>(Scientists who invented materials such as Charles Macintosh)</p>   | <p>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.</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats (mini beast hotel)</p> |
| <p><b>Working scientifically</b></p> | <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> | <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests.</p>  | <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> | <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p>  |

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|                         | Gathering and recording data to help in answering questions.  | Identifying and classifying.<br><br>Using their observations and ideas to suggest answers to questions.<br><br>Gathering and recording data to help in answering questions. | Using their observations and ideas to suggest answers to questions.<br><br>Gathering and recording data to help in answering questions. | Gathering and recording data to help in answering questions  |
| <b>ICT</b>              | Writing for a purpose e.g. advert (Word/Publisher)  | Use photostory to sequence pictures to tell a story   | Write leaflet and poster incorporating pictures<br><i>Online Safety Article 16</i><br><br>Use devices to record for an audience         | Use a more complex branching database e.g. Information Magic   |
| <b>Computer Science</b> | Understand that algorithms are implemented as programs on digital devices   | Understand that programs execute by following precise and unambiguous instructions  | Debug simple programs   | Use logical reasoning to predict the behaviour of simple programs  |
| <b>Digital Literacy</b> | Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.<br><br>They learn how to select keywords to produce the best search results. | Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful,                                | Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means                   | Pupils understand that keyword searching is an effective way to locate information on the Internet.<br><br>Pupils discuss criteria for rating informational websites |

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|                       | <p>Article 13<br/>Article 16<br/>Article 17</p> | <p>depending on how they manage it.<br/>Article 13<br/>Article 16<br/>Article 17</p>   | <p>and what they can do when they encounter it.<br/>Article 13<br/>Article 16<br/>Article 17</p>  | <p>and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information.<br/>Article 13<br/>Article 16<br/>Article 17</p> |
| <p><b>History</b></p> |   | <p><b>Why are some places special?</b></p> <p>Knows facts about people and events studied in Year Two (</p> <p>Use evidence to suggest reasons why people acted as they did in the past and what happened as a result.<br/><i>Durham Castle</i></p> <p>Identify similarities and difference between ways of life in the past.</p> <p>Describe the difference between what happened in the past and present</p> | <p><b>Fantastic Firsts</b></p> <p>Knows facts about people and events studied in Year Two</p> <p>Use sources of evidence (artefacts, books, visits) to answer questions about the past</p> <p>Identify different ways history is represented (eye witness accounts, pictures, books, artefacts)</p> <p>Use evidence to suggest reasons why people acted as they did in the past and what happened as a result.</p> <p>Recount or write a story from the past accurately</p> | <p><b>All change? Holidays now and then</b></p>   |

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|                  |  | <p>Use a given timeline to order events or objects.</p> <p>Recount changes over time (<i>Compare photographs of Esh Winning village now and in the past.</i>)</p> <p>Use sources of evidence (artefacts, books, visits) to answer questions about the past (<i>Durham Castle</i>)</p> |  |  |
| <b>Geography</b> | <p><b>Why is my world wonderful?</b></p> <p>He/she can locate and name the world's 7 continents.</p> <p>He/she can locate and name the world's 5 oceans.</p> <p>Use maps of the world to locate cities, continents, seas and oceans.</p> |   | <p><b>Wherever next?</b></p> <p>He/she can use Year 2 Human and Physical Geographical vocabulary accurately.</p> <p>He/she can use World maps, atlases and globes to identify countries, continents and oceans.</p> <p>He/she can locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> | <p><b>Holidays where shall we go?</b></p> <p>He/she can use directional language to describe the location of features on a map. (<i>From Coop shop to school</i>)</p> <p>He/she can use Year 2 Human and Physical Geographical vocabulary accurately.</p> <p>He/she can use aerial photographs or digital/computer mapping to recognise landmarks and basic human and physical features. (<i>School to main street focus on facilities / services</i>)</p> |

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|            |   |  | <p>Introduction to the human and physical features of the United Kingdom and a Non-European country. (<i>Esh Winning and countries in the Arctic circle.</i>)</p> | <p>He/she can create a simple map and use basic key symbols to recognise landmarks and human and physical features. (<i>field work out of classroom!</i>)</p> <p>He/she can compare similarities and differences of geographical features of the United Kingdom. (<i>Esh Winning main street</i>)</p> <p>Introduction to the human and physical features of the United Kingdom and a Non-European country. (<i>Esh Winning main street</i>)<br/><a href="#">Article 29</a></p> |
| <b>Art</b> | <p><b>Collage</b></p> <p>Begin to look at artists, craft makers and designers (continuous)</p> <p>Use paint brush to use dots, stipple, brush, stroke</p> <p>Painting - Apply simple colour washes to form backgrounds</p> <p>Painting - Mix primary colours to form secondary colours</p> <p>Paul Klee</p> | <p><b>Drawing and mark making</b></p> <p>Collage - Use textiles to create a fabric collage</p> <p>(Christmas tags)</p> <p>Sculpture - Add details and textures using tools</p> <p>Use clay skills such as pinching, rolling, coiling, twisting and scratching.</p> |   | <p><b>Painting and colour</b></p> <p>Collage - Work collaboratively to create a natural collage<br/><i>Artist - Andy Goldsworthy</i></p> <p>Printing- Develop controlled printing<br/><i>(Angela Read local artist)</i></p> <p>Use colour to produce more complex printing (repeating, overlapping, rotating and arranging) (<i>Basic tree/flower</i>)</p>   |

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|              |  | (Christmas tree decoration)  |  | <i>then print onto background using string prints</i><br><br>Drawing - Use tone and make a variety of lines (link to Science drawing living and non living things)   |
| <b>DT</b>    |  | <b>Mechanisms-Vehicles</b><br><br>Mechanisms – Levers, sliders, wheels and axles<br><br>Can explore and use mechanisms in their products<br><i>(vehicles Nissan – local factory. Changing tyres to snow tyres in the winter)</i> | <b>Structures -Money boxes</b><br><br>Textiles – cut and mark out fabric, join using glue. <i>(stick puppet families link to PSHE and LGBT+)</i> | <b>Cooking and nutrition-Healthy pizzas</b><br><br>Cooking and nutrition – <i>(healthy pizzas and fruit salads using local produce / school garden)</i><br><a href="#">Article 6</a><br><a href="#">Article 24</a><br><br>Structure- <i>(Bug Hotel in school garden)</i><br>Can build structures, exploring how they can be made stronger, stiffer and more stable |
| <b>Music</b> | Hands Feet Heart                             | Babushka   | Glockenspiel Stage 1<br><br>I wanna play in a band   | Zoo Time<br><br>Reflect, rewind, replay  |
| <b>RE</b>    | What does it mean to belong to Christianity? | Why is light important at Christmas?   | Christianity – Why is the bible important to Christians?<br><br>How do Christians celebrate Easter?  | How do Buddhists show their beliefs?   |

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| <b>PSHCE</b> | Nurture Programme<br>Getting Along Programme |
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