

Year 2 – Long Term Plan 2023/24

| | Aut 1 | Aut 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|-------------------|--|--|---|---|
| Topic | Rainforest | Rainforest | Great Explorers - Antarctic | Great Explorers - Sea and Air | WMGBG? WW2 | WMGBG Florence Nightingale Transition (Creswell) |
| Learning Environment | Rainforest area Vines, leaves, flowers, animals Writing opportunities - expanded noun phrases, adj, ABC . | | Large map of world, globe Timeline of explorers Land/sea/air working display Writing opportunities - Sentence structure, presentation, spelling, ABC . | | Timeline of events Maps of Britain/Europe Writing opportunities - sentence structure - extending sentences with conjunctions, presentation, making sense. | |
| Launch | Hook - letter from the Forest Ranger. Various work areas to complete 4 ranger activities. Take photos for next day | | Reveal - bag, compass, map, food, etc Make compass, design explorer map, photos & flags of explorers to study, hidden around grounds. End of day reveal term's topic. | | ½ hour info on war and how they coped. Make evacuee labels, gas mask boxes, air raid shelter. Map of Europe | Before WW2 scene - poor hospitals Map of Europe |
| Visit / Visitors | Butterfly House/Zoolab | | | The Deep | | St. Johns or Nurse to visit |
| Showcase | Build a rainforest workshop - hall Raffle | | Build a habitat based on explored areas. Raffle | | Leaver's assembly | |
| Text / Visual Literacy | Reading Spine Y2 books for end of day reading. Into the Forest The Kapok Tree | | Non-fiction texts Internet research | | War poetry Carrie's War Goodnight Mr Tom | Non-fiction texts |
| Writing Outcomes (Also see Writing MTP, Weekly Guided Reading planning and ELS Phonics Planning) | Launch day - recount week Recount, fact sheet/leaflet, acrostic poem, descriptive writing, narrative, riddle, Poster, Balanced argument ,persuasive writing letter, instructions Christmas writing | | Fact finding /Fact files Recounts Diary entries Newspaper article Ship's log Narrative World book day 7 th March | | Letter writing Poetry Instruction - blitz Newspaper article speech | Letter writing Diary entry Narrative |

| | | | |
|--|--|---|---|
| <p>Maths (See WRM planning and weekly planning)</p> | <p>Recap Y1 learning See White Rose maths - Place value, addition and subtraction, money. Multiplication and division.</p> | <p>See White Rose Maths - multiplication and division, statistics, shape, fractions.</p> | <p>See White Rose maths - length and height, position and direction, time, capacity, mass.</p> |
| <p>Science</p> | <p>Know how seeds and bulbs grow into mature plants. Know the names of a variety of plants in their habitats, inc micro habitats Know how plants need water, light and a suitable temp to grow and stay healthy Know about the different plants that grow in their local environment throughout the year Know about the germination, growth, survival of plants inc the process of reproduction, e.g. know that seeds and bulbs need water to grow but most do not need light.</p> | <p>Know the names of a variety of animals in their habitats, inc micro habitats. Know that animals, inc humans have offspring that grow into adults. Know that 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. Identify that most living things live in habitats, to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> | <p>Know the difference between things that are living, dead and never been alive. Know the basic needs of animals, inc humans, for survival (water, food and air). Know the importance for humans of exercise, eating the right amounts of different types of food and hygiene. (see Jigsaw). Know the suitability of a variety of everyday materials, inc wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Know how the shapes of solid objects made from some materials, can be changed by squashing, bending, twisting and stretching.</p> |
| <p>Working Scientifically</p> | <p>Working Scientifically Ask questions Ask simple questions and recognise that some can be answered in a variety of ways. Make predictions Use their observations and ideas to make predictions. Use understanding of what has been observed or own experience to predict outcomes of further actions or observations. Decide how to carry out an enquiry Identify things to measure or observe that are relevant to the questions or ideas they are investigating using a simple test. Suggest a practical way of how to find things out, or collect data to answer a question or idea they are investigating Make measurements Observe closely and use equipment provided for observation and measuring correctly. Make measurements using non-standard and standard units of measure. Record data Record findings as drawings, photographs, labelled diagrams, orally, as displays or in simple prepared tables or charts. Present data Gather and record data in appropriate ways with increasing independence to help in answering questions. Answer questions using data Use understanding of what has been observed or own experience/ideas to answer questions. Draw conclusions Respond to suggestions to identify some evidence needed to answer a question.</p> | | |

| | Experiment/investigation Grow bulbs in different conditions | Experiment/investigation Melting ice British science week 8 th - 17 th March | Experiment/investigation Materials that let light through |
|---|---|--|---|
| <p>History (Incl significant individuals / events)</p> | <p>Remembrance - 12.11.23 Diwali 12th November</p> <p>Black History month - To describe the life of a significant individual and explain how they have contributed to national and international achievements. Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.</p> <p>Christmas events beyond living memory that are significant nationally or globally [for example, events commemorated through festivals or anniversaries] The history of chocolate</p> | <p>To describe the life of a significant individual and explain how they have contributed to national and international achievements. (Ernest Shackleton, Scott of the Antarctic, Captain James Cook)</p> <p>Order events in a period of history studied and begin to recall the dates of important events.</p> <p>Ask and answer questions about a range of historical sources.</p> <p>Ask and answer questions about a range of historical sources.</p> <p>Show increased knowledge and understanding of events beyond living memory through simple recording using text and drawings.</p> | <p>To describe the life of a significant individual and explain how they have contributed to national and international achievements. Use famous historical figures to compare aspects of life in different times.</p> <p>(Florence Nightingale)</p> <p>Compare how their own life is different from past generations of their own family. Describe changes in the local area during their own lifetime and that of their parents and grandparents.</p> <p>Show increased knowledge and understanding of events beyond living memory through simple recording using text and drawings.</p> <p>Build a bigger picture of a historical period using a range of source material.</p> |
| <p>Geography</p> | <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas and seas. Locate and name the world's five oceans on a world map and identify countries related to topics on a map/globe.</p> | <p>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Name, describe and compare human and physical of another named place, asking and responding to questions.</p> | <p>Use maps, pictures and stories and the internet to find out about different places.</p> <p>Earth Day 22nd April</p> |

| | | | |
|------------------------------|--|---|---|
| | <p>Use information texts and the web to gather information about the world's human and physical geography.</p> <p>Identify seasonal weather patterns In the United Kingdom and compare with countries from around the world.</p> <p>Collect and organise simple data from first and second hand sources including fieldwork.</p> <p>Identify and describe geographical human physical features using an aerial photograph.</p> | <p>Draw simple maps or plans using symbol for a key.</p> <p>Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map.</p> | |
| <p>Art and Design</p> | <p>Artist study: Gustav Klimt - the Tree of Life</p> <p>Develop ideas from a variety of starting points including the natural world, man-made objects, fantasy and stories</p> <p>Make/Use a simple sketch book using a range of joining techniques including gluing tying and stapling.</p> <p><u>Pattern</u> Create patterns using natural materials e.g. pebbles, sticks, shells, leaves and petals.</p> <p><u>Collage</u> Cut and tear fabrics and papers, attaching them using different joining techniques</p> <p><u>3D</u> Use modelling materials to create an imaginary realistic form</p> <p><u>Form</u> Build simple thumb pots using clay including rolling out clay on a board</p> <p><u>Evaluating</u></p> | <p>Artist study: Andy Warhol - Pop art</p> <p><u>Painting</u> Mix paint colours to suit a task. Hot/cool colours</p> <p><u>Printmaking</u> Mix paint colours to suit a task. Create a single and multi- coloured prints using a range of printing techniques</p> <p><u>Colour</u> Select and match colours when painting from observation, explaining how different colours make them feel.</p> <p><u>Selection</u> Choose appropriate materials and techniques for a given project</p> <p><u>Evaluating</u> Explain the main successes and challenges encountered when completing a piece of art work</p> <p><u>Appreciation</u></p> | <p>Artist study: Georgia O'Keefe - poppies/roses</p> <p><u>Photography</u> Use a zoom feature to show an object in detail.</p> <p><u>Line and Tone</u> Use tone to show light and shade</p> <p><u>Drawing</u> Use line and tone to draw a shape, using pattern and texture</p> <p><u>Evaluating</u> Explain the main successes and challenges encountered when completing a piece of art work</p> <p><u>Appreciation</u> Explain what they like/dislike about an artwork, comparing it with other pieces of art</p> |

| | | | |
|----|---|--|--|
| | <p>Explain the main successes and challenges encountered when completing a piece of art work</p> <p><u>Appreciation</u></p> <p>Explain what they like/dislike about an artwork, comparing it with other pieces of art</p> | <p>Explain what they like/dislike about an artwork, comparing it with other pieces of art</p> | |
| DT | <p>Create simple hinges and pop-ups using card</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Produce detailed, labelled drawings or models of products based on design criteria.</p> <p>Think of ideas and plan what to do next, based on their experience of working with materials and components.</p> <p>Investigate a range of existing products and say if they do what they are supposed to do.</p> <p>Explain how closely, finished products, meet their design criteria and say what they could do better in the future.</p> | <p><u>Type of boat</u></p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Use tools safely for cutting and joining materials and components.</p> <p>Work safely and hygienically in construction and cooking activities</p> <p><i>Build structures, exploring how they can be made stronger, stiffer and more stable.</i></p> <p><i>Explore and use mechanisms, e.g. levers, sliders, wheels and axles, in their products.</i></p> <p>Cut, measure, form and shape materials to fix or repair something, explaining objectives.</p> <p>Cut wood/dowel using a bench hook and hacksaw.</p> <p>Attach features to a vehicle (e.g. an axle and wheels or a sail and rudder). Join appropriately, with glue and /or tape, for different materials and situations.</p> <p>Create and use wheels and axles, levers and sliders.</p> <p>Join fabrics using running stitch, glue, staples, over sewing and tape.</p> | <p>Understand how to create working circuits to light a bulb or work a buzzer.</p> <p>Can describe why a design, building or designer is important.</p> <p>Describe similarities and differences between own and others' work including work by profession craftspeople and designers.</p> |

| | | | | |
|--|--|--|---|---|
| | | <p>Select and explain why they have chosen a particular tool for a task and explain the safety considerations</p> <p><i>Explore and evaluate a range of existing products</i></p> <p>Evaluate their ideas and products against design criteria.</p> <p>Improve structures by making them stronger, stiffer and more stable.</p> | | |
| Cooking & Nutrition | <p>Explain how to work hygienically.</p> <p>Cut, peel, grate and chop a range of ingredients to make dishes from other countries</p> | <p>Explain where the food they eat comes from (e.g. by referring to countries, counties, animals and plants).</p> <p>.</p> | <p>Recognise the need for a variety of foods in a diet.</p> <p>British Nutrition Foundation Healthy Eating Week mid June</p> | |
| <p>PE</p> <p>(See Real PE, Samba and Bolsover Partnership planning)</p> | <p>P.E Provider - fundamentals</p> <p>Knows how to apply and combine a variety of skills (to a game situation) e.g. throwing and catching</p> <p>Understands strong spatial awareness.</p> <p>Explores and creates different pathways and patterns- on feet and hands and feet.</p> <p>Uses equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence including balance, travel, jump and roll.</p> <p>Can balance showing good tension and control on front and back.</p> <p>Explore shape in the air when jumping and landing with control.</p> <p>Develop control in different rolls (as year 1).</p> <p>Begin to develop a forward roll.</p> | <p>P.E. Provider</p> <p>Knows how to sequence and remember a short dance.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Real P.E Dance unit 1/unit 4 Creative Copies and explores basic movements with clear control. Varies levels of speed and direction in sequence.</p> <p>Can vary the size of their body shapes.</p> <p>Uses space well and negotiates space clearly.</p> <p>Responds imaginatively to stimuli.</p> <p>Real P.E. Unit 3 Cognitive</p> | <p>Knows how to develop own games with peers.</p> <p>Understands the importance of rules in games and knows how to work co-operatively in teams.</p> <p>Beginning to develop an understanding of attacking/defending.</p> | <p>P.E. Provider</p> <p>Real P.E. Unit 5 Physical</p> <p>Unit 6 Fitness</p> <p>Sports day</p> |

| | | | |
|--------------|--|---|--|
| | Real P.E. Unit 1 Personal Unit 2 Social | | |
| Music | <p>Listening Listen to recorded performances complemented by opportunities to experience live music making in and out of school.</p> <p>Appreciation and Understanding Explain what they like or dislike about a piece of music and why</p> <p>Composing Recognise and use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Pulse and Rhythm Create and perform their own chanted rhythm patterns with the same stick notation. Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</p> <p>Composing Create music in response to a non-musical stimulus.</p> <p>Performing Use own voice in different ways including speaking, singing and chanting for different effects</p> <p>Pulse and Rhythm</p> | <p>Pulse and Rhythm Know how to walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others With a partner know how to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Recognise dot notation and know how to match it to 3-note tunes played on tuned percussion. Use music technology, if available, to capture, change and combine sounds.</p> | <p>Singing Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Sing songs with a small pitch range, pitching accurately.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Pitch Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p> <p>Singing Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p> |
| RE | Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. | Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. | <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Explore questions about belonging, meaning and truth so that they can express their</p> |

| | | | |
|------|---|--|--|
| | <p>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Key Question 1.1: Who is a Christian and what do they believe? (part 1) Key Question 1.6: How and why do we celebrate special and sacred times? (part 1)</p> <p>Plus Christmas Story Key Question 1.8: How should we care for others and the world, and why does it matter? Key Question 1.6: How and why do we celebrate special and sacred times? (part 2)</p> <p>Harvest Festival 6th Oct Black History Month Oct Diwali 12th Nov Bonfire Night 5th Nov Remembrance Fri 10th Nov</p> | <p>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Find out about questions of right and wrong and begin to express their ideas and opinions in response. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.</p> <p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make. Key Question 1.2: Who is a Muslim and what do they believe? (part 1) Key Question 1.1: Who is a Christian and what do they believe? (part 2)</p> <p>Chinese New Year 10th Feb (Year of the Dragon) Shrove Tuesday 13th Feb Mother's Day 10th March Easter Fri 29th - Sun 31st March</p> | <p>own ideas and opinions in response using words, music, art or poetry Find out about and respond with ideas to examples of co-operation between people who are different. Notice and respond sensitively to some similarities between different religions and worldviews. Key Question 1.4: What can we learn from sacred books? Key Question 1.2: Who is a Muslim and what do they believe? (part</p> |
| PSHE | Jigsaw: Being Me; Celebrating differences | Jigsaw: Dreams and Goals; Healthy Me | Jigsaw: Relationships; Changing me. |

| | | | | | | |
|--|--|--------------|--|-----------------|--|-----------------|
| (See Jigsaw planning) | Children in Need 18 th Nov Anti Bullying week 13 th - 17 th Nov (Power for good) | | Children's Mental Health week 5 th - 11 th Feb Red nose day 17 th March | | Father's Day 16 th June | |
| Computing (See Purple Mash planning) | <u>E-Safety</u> - Understand and identify personal information that should be kept private. - Knows how to communicate safely, respecting and considering other people's feelings online <u>Data Handling</u> Place objects and pictures in a list or a simple table. Make a simple Yes/No tree diagram or sort information Explain how a branching diagram or tree works Purple Mash | | <u>E-Safety</u> - Understand and identify personal information that should be kept private. - Knows how to communicate safely, respecting and considering other people's feelings online <u>Multimedia</u> Understand what digital folders are and why they are used. Organise, store, manipulate and retrieve data in a range of digital formats. Identify obviously false information in a variety of contexts. Purple Mash Safer Internet day 6 th Feb | | <u>E-Safety</u> - Understand and identify personal information that should be kept private. - Knows how to communicate safely, respecting and considering other people's feelings online <u>Programming</u> Understands what algorithms are, how they are implemented as programs on digital devices and that programs execute by following a precise sequence of instructions <u>Programming</u> Knows how to create and debug simple programs Can use logical reasoning to predict the behaviour of simple programs Purple Mash | |
| | Aut 1 | Aut 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |