

Year 2 - Long Term Plan 2019-20

Term Length (Whole School Focus)	Autumn 1 7 weeks (Respect)	Autumn 2 7 weeks (Tolerance)	Spring 1 6 weeks (Law)	Spring 2 6 weeks (Democracy)	Summer 1 7 weeks (Liberty)	Summer 2 6 weeks (My Values)
Learning challenge	Oh, What a Day! (Exploring The Great Fire of London and the sinking of the Titanic)		Brave People (Florence Nightingale/Mary Seacole and Edith Cavell)		The Seaside (Comparing Filey and Tobago)	
WOW hook	Visit from Sir William Petty Floating and sinking science experiment		Trip to Thackeray Medical Museum		Trip to Filey Visit by Mya's dad (Tobago)	
English- (Including core Texts)	<p>Katie in London – To write our own story about Katie in Otley</p> <p>The day the Crayons quit – Persuasive letter from their favourite colour</p>	<p>The Snail and the Whale – Write about the journey from the point of view of the snail</p> <p>Grandad's Island – Character description of Grandad</p> <p>The Owl and the Pussy Cat – Writing from a different point of view</p> <p>Twas the Night Before Christmas -To perform</p>	<p>The Faraway Tree – Write an exciting opening to a story</p> <p>I do not mind you Winter by Jack Prelutsky and Snow Lady by Mary Jeffries - Write a poem with a familiar structure</p>	<p>The Red Prince – Write a setting description</p> <p>Non – Chronological report Florence/Edith C</p> <p>On the Ning Nang Nong by Spike Milligan - Write a Nonsense poem</p>	<p>Katie Morag – Write a letter about a visit to Struay</p> <p>When the Rains Come – Tom Pow</p> <p>Write a piece for a magazine about Malawi</p> <p>A good play, The Swing, My Shadow – poems by Robert Louis Stevenson - poems to perform</p>	<p>Recount – Trip to Filey</p> <p>Gregory Cool – write a book review focusing on the setting and culture of Tobago</p>

Year 2 - Long Term Plan 2019-20

<p>Science topic</p>	<p>Use of different materials</p> <p>Identify and compare the suitability of a variety of everyday materials.</p> <p>Find out how the shapes of solid objects made from some materials can be changed.</p>	<p>Animals, including humans</p> <p>Exercise and healthy living</p> <p>What animals and humans need to survive</p> <p>Animals have offspring, which grow to be adults</p>	<p>Plants</p> <p>Observe and describe how seeds grow into mature plants</p> <p>Find out how plants need water, light and suitable temperatures to grow</p>	<p>Living things and their habitats</p> <p>Habitats</p> <p>Difference between things that are living / dead and have never been alive</p> <p>Early food chains</p>
<p>Maths</p>	<p>Place value</p> <p>Addition and subtraction</p> <p>Money</p> <p>Multiplication and division</p>	<p>Multiplication and division</p> <p>Statistics</p> <p>Shape</p> <p>Fractions</p> <p>Length and Height</p>		<p>Position and direction</p> <p>Time</p> <p>Mass, capacity and temperature</p>
<p>History</p>	<p>Looking at significant events beyond living memory.</p>	<p>Looking at the lives of significant individuals in British history who have contributed to our nation's achievements.</p> <p>Comparing aspects of life in different time periods.</p>		
<p>Geography</p>	<p>Using world maps, atlases and globes to name and locate the 4 countries of the UK and their capital cities</p> <p>Naming and locating the world's seven continents and five oceans</p>			<p>Looking at the differences and similarities between the British seaside town of Filey and Tobago.</p> <p>Looking at seasonal and daily weather patterns</p> <p>Using aerial photographs to recognise landmarks and basic human and physical features.</p>

Year 2 - Long Term Plan 2019-20

Computing	RS - We are astronauts Unit 2.1 Twinkl – Preparing for Turtle logo	RS - We are games testers Unit 2.2 Twinkl – Programming Turtle logo and scratch	RS - We are researchers Unit 2.4 Twinkl – Using the internet Twinkl – Presentation skills	RS - We are detectives Unit 2.5	RS - We are zoologists Unit 2.6	Twinkl - Computer Art
E Safety	We are Astronauts. Pupils to understand that they must let their teacher know if they encounter inappropriate material when they search the web. If they wish to set up their own Scratch account, it is important for their parents to do this for them using their email address.	We are Games Testers The pupils learn how to use digital video cameras safely and to show respect to those they are filming, including recognising the need for consent. The importance of not sharing videos more widely than is appropriate is considered, as is the need to exclude information that might identify individuals from video recordings. When using the web, pupils learn to turn the screen off and tell their teacher if they encounter material that concerns them.	We are Researchers The pupils consider how to stay safe while researching online, and show respect for others. Safe search filters are in place for using Google or Bing and school internet access is filtered.	We are Detectives The pupils learn about some of the risks associated with email. They learn that attached files can contain viruses or other harmful programs, that email addresses and embedded links can be 'spoofed', and that 'spam' is a common problem. It is recommended that all emails are sent and received via a single class email address. The password for this account is not shared with children. If the children do use individual accounts, they'll need to keep their account details private and share their email address only with people they know and trust.	We are Zoologists The pupils again learn that when sharing photographs information online they need to consider the importance of keeping personal information private; they achieve this by not including names or photographs of people. The pupils are taught to respect rules for using digital equipment when out of the classroom, to ensure the equipment is kept safe and that they are not so focused on using it that they become unaware of risks around them.	Computer Art The children learn that once images are posted online, it's impossible to control what happens to them. Facial recognition software and geotagging mean that those posting images might inadvertently fail to keep some personal information private. The children learn how to minimise these risks, and learn what they should do if they have concerns about images they encounter on the web.
PE	Dance- Telling the story of the Great Fire of London through dance using key dance skills such as moving in unison and cannon. Multi-skills/ team building	Tennis- racket control and hitting skills Basketball – dribbling and throwing and catching skills	Football- dribbling and kicking skills. Gymnastics- looking at different ways to turn, move, roll and bare weight.	Gymnastics- looking at creating sequences using previously taught skills Hockey- dribbling skills, ball control skills.	Bull tag- team sport skills. Throwing and catching skills	Ball skills Athletics – running and relays
DT and Art (Creative Carousel)	Drawing and painting linked to The Great Fire of London	Wheels and axles – making a land boat linked to the Titanic	Cooking	Designing and creating e bed for Florence Nightingale	Art - printing	Textiles - puppets

Year 2 - Long Term Plan 2019-20

<p>Music (Creative Carousel)</p>	<p>Exploring The Great Fire of London through music. This will include:</p> <ul style="list-style-type: none"> • Evaluating music • Singing • Making up and performing simple scores <p>We will also learn to play the recorder.</p> <p>We will identify the sounds of different instruments of the orchestra.</p> <p>We will sequence our own rhythms using a range of shape rhythm cards.</p>	<p>Exploring The Titanic through music. This will include:</p> <ul style="list-style-type: none"> • Evaluating music • Singing • Making up and performing simple scores <p>We will also learn to play the recorder.</p> <p>We will learn notes in the C major scale on boomwhackers and recognise that the pitch increases each step.</p> <p>Perform a piece of music on boomwhackers.</p> <p>Key Stage 1 Nativity</p>	<p>Listen to Peter and the Wolf by Prokofiev and match the instruments to their families.</p> <p>Learn to play the recorder.</p> <p>Recognise a link between boomwhackers and glockenspiels and learn to play simple songs and perform them on the glockenspiels.</p> <p>Listen to music by John Williams and appraise different film music using elements of music.</p> <p>Start to read note letter names (colour coded) and play simple pieces on both boomwhackers and glockenspiels.</p>		<p>Instruments from other cultures.</p> <p>Creating music for a short film clip using tuned and untuned percussion instruments.</p> <p>Perform pieces over the clip.</p> <p>Compose simple pieces for percussion instruments using a graphic score.</p>	<p>End of Year performance to parents.</p> <p>Class band- Charanga. Perform a well known song using instruments learnt over the year (lots of choice and different instrument parts).</p>
<p>RE</p>	<p>Can you tell what somebody believes by what they look like?</p>		<p>What is special to faith communities?</p>		<p>How does what believers do show what they believe?</p>	
<p>PSHE</p>	<p>Keeping safe and managing risks.</p>	<p>Mental health and emotional wellbeing/ friendship</p>	<p>Physical health and wellbeing- what keeps me healthy.</p>	<p>Drugs, alcohol, tobacco education –</p>	<p>Sex and relationship education – boys, girls and families</p>	

Year 2 - Long Term Plan 2019-20

				Medicine and me	
Use of outdoors and garden area	Trip to Otley using school mini buses	Science: Floating and sinking science experiment. School garden/Yeadon Tarn	LC: Thackery Medical Museum trip Trip to a medical/health centre. English: Hirst wood – Faraway tree link		LC: Filey trip Seaside day with parents – songs, hokey pokey, design a punch and Judy show.