

**Year 2 - Long Term Plan 2021-2022**

<b>Term (Whole School Focus)</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English- (Including core Texts)</b>	<b>Book</b> - Pipers Passport  <b>Writing outcome</b> - factfile  <b>Book</b> - The Snail & The Whale  <b>Writing Outcome</b> - Retelling a story from the point of view of a character	<b>Book</b> - How to be safe on Bonfire night  <b>Writing outcome</b> Instructions  <b>Text (visual literacy)</b> Polar Express  <b>Writing outcome</b> Letter – recount of events writing	<b>Book</b> - The Red Prince  <b>Writing outcome</b> Retelling a story  <b>Book</b> – The Journey Home  <b>Writing outcome</b> - story with a familiar structure	<b>Book</b> - Toby and The Great Fire of London  <b>Writing outcome</b> - diary entry (recounting)	<b>Book</b> - Katie Morag  <b>Writing outcome</b> - describing the Isle of Struay  <b>Writing outcome 2</b> - story writing	<b>Book</b> – The Faraway Tree  <b>Writing outcome</b> – setting description of their own magic land  <b>Writing outcome 2</b> – Recount of trip to Filey
	<b>Poetry</b> Please Mrs Butler Allan Ahlberg	<b>Poetry</b> Remember: Bonfire Poem	<b>Poetry</b> The spider and the fly – Mary Howitt	<b>Poetry</b> Fire poetry	<b>Poetry</b> The Owl and the pussycat	<b>Poetry</b> Who Has Seen the Wind? Christina Rossetti
<b>Science</b>	<b>Use of different materials</b>		<b>Animals, including humans</b>	<b>Plants</b>	<b>Living things and their habitats</b>	
<b>Maths</b>	Place value Addition and subtraction Money Multiplication and division		Multiplication and division Statistics Shape Fractions Length and Height		Position and direction Time Mass, capacity and temperature	
<b>Geography</b>	<b>Would you rather live in</b>		<b>What is the difference between</b>		<b>What can you see at the seaside?</b>	

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	<b>Bradford or Sydney?</b>  Australia – A comparison with the United Kingdom		<b>the North and the South Pole?</b>  Poles Apart- comparing the Arctic and Antarctica		The British seaside and a Filey case study	
<b>History</b>		<b>Was Guy Fawkes really guilty?</b>  The Gunpowder Plot		<b>What was London like in 1666?</b>  Great Fire of London		<b>Why were Florence Nightingale and Mary Seacole so brave?</b>  The work of Florence Nightingale and Mary Seacole
<b>Computing and E Safety</b>	Coding	E- Safety  Spreadsheets	Questioning	Effective searching	Creating pictures	Making Music  Presenting Ideas
<b>PE</b>	Dance  Multi skills	Games  Ball skills- hands 1 Locomotion- jumping	Games Ball skills- feet  Gymnastics- pathways	Gymnastics- linking  Locomotion- dodging	Games Ball skills- hands 2  Games for understanding	Games Ball skills or the mile  (3 weeks of each) Athletics
<b>Art</b>	Aboriginal artwork Making tints and tones	Printing techniques			Fire imagery and painting Clay pots	
<b>DT</b>			Sewing (book marks)	Winding mechanisms mechanism		Making healthy soup

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<b>Music</b>	<p>Can I name and identify the four instrument families?</p> <p>What is a pulse?</p> <p>Can I sing a song from memory?</p>	<p>How many notes make up a scale?</p> <p>How can I show changes in pitch?</p> <p>What is the difference between a pulse and a rhythm?</p> <p>Can I begin to play a tuned percussion instrument?</p>	<p>Who was Prokofiev?</p> <p>Can I create an improvisation using three notes?</p> <p>Can I use a graphic score to notate my ideas?</p>	<p>Who was John Williams?</p> <p>How do different pieces of music create different feelings?</p> <p>Can I use a tuned percussion instrument to play a piece of music?</p>	<p>Why is music an important part of films?</p> <p>How can we use percussion instruments and the environment to create sound effects?</p>	<p>Can I listen to and appraise a piece of music using the concepts of music I have learnt this year?</p> <p>Can I perform a piece of music using my voice and different instruments?</p>
<b>RE</b>	How is new life welcomed?	How can we make good choices?	How and why do people pray?	How can we look after the planet?	What did Jesus teach and how did he live?	
<b>PSHE</b>	Keeping safe and managing risks.	Mental health and emotional wellbeing/ friendship	Physical health and wellbeing- what keeps me healthy.	Drugs, alcohol, tobacco education – Medicine and me	Sex and relationship education – boys, girls and families	