



Long Term Curriculum Plan – Year 2

Subject	Autumn Term Gunpowder Plot	Christmas Christmas Christmas Christmas Christmas	Spring Term Voyagers	Summer Term The Victorians
Geography			<p><u>Let's Explore the World</u> <u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> • Have an understanding of the world outside of the UK by naming and locating the world's seven continents and five oceans. <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> • Describe the human and physical features of Europe using simple geographical vocabulary. • Recognise the links and make comparisons between features of a small area of the UK and a small area of Europe <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> • Identify the location of cold and hot environments in relation to the North and South pole and the Equator. • Use geographical vocabulary to talk about key physical and human features. • Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. <p><u>Geographical Skills and Fieldwork:</u> <u>Maps and atlases:</u></p> <ul style="list-style-type: none"> • Use maps, atlases and globes to identify and locate the places that I am learning about during the topic 'Voyagers' • Identify the location of features and routes on a map using North, South, East and West. <p><u>Photographs:</u></p> <ul style="list-style-type: none"> • Identify and discuss photographs of human and physical features 	<u>Fieldwork</u>



<p>History</p>	<p><u>Events beyond living memory that are significant nationally or globally - the gun powder plot 1605 (Guy Fawkes)</u></p> <ul style="list-style-type: none"> • What was the Gunpowder Plot? • Who was involved and why • Why and how do we celebrate Bonfire Night? 	<p><u>Movers and Shakers</u> <u>The lives of significant individuals - Christopher Columbus</u></p> <ul style="list-style-type: none"> • Who was Christopher Columbus? • What is he known for? • Why was his discovery so important? • How did he make his voyage? • How did his voyage differ from other voyagers? 	<p><u>Magnificent Monarchs</u> <u>Changes within living memory – The Victorians</u></p> <ul style="list-style-type: none"> • To gain an overview of the significance of the Victorian period • Contrast everyday life during the Victorian period with modern British lifestyles. • The Industrial Revolution and the railways. • Queen Victoria.
<p>Art & Design</p>	<p><u>Painting & Printing – Seasonal Pictures</u></p> <ul style="list-style-type: none"> • Mix and match colours to artifacts and objects. • Use water colours to paint different backgrounds. • Identify secondary colours by name and know how they are made. 	<p><u>Drawing – Tell a story (Columbus’ voyage) grey scale</u></p> <ul style="list-style-type: none"> • Charcoal Mark making: Develop a range of mark making techniques. • Creating Texture: Explore and experiment with mark making to create textures. • My object story - Columbus’ Voyage: Develop observational drawing using real life objects linked to a voyage • Creating Characters - Explorers: Understand how to apply expressions to illustrate a character - Explorers <p><u>Craft and Design – Map it out</u></p> <ul style="list-style-type: none"> • Investigate maps as a stimulus for drawing. • To experiment with a craft technique to develop an idea. • Develop ideas and apply craft skills when printmaking. • Present artwork and evaluate it against a design brief. 	<p><u>Sulpture – Victorian House Tile Modelling and Collages</u></p> <ul style="list-style-type: none"> • Collect, sort and match colours appropriate for an image. • Arrange shapes appropriately. • Select and use textured paper for an image. • Create simple clay forms.



<p>Design & Technology</p>		<p>Nutrition – Fruit Smoothies</p> <ul style="list-style-type: none"> • Imported goods such as bananas. • Culinary skills. • Using peelers and graters. • Using a blender. 	<p>Mechanical – Victorian Toy</p> <p>Design</p> <ul style="list-style-type: none"> • Design a product for given criteria. • Annotate sketches as diagrams. • Create mock ups and templates.. <p>Make</p> <ul style="list-style-type: none"> • Make their designs using materials such as paper, card and textiles. • Introduced to more sturdy equipment such as different thicknesses of wood and the correct tools to safely cut and shape it. • Investigate wheels, axles and build structures. • They will investigate how to make structures strong, stiff and stable. <p>Evaluate –</p> <ul style="list-style-type: none"> • Peer assessment to critique and improve work. • The will reflect on their work comparing it to the work of other designers.
<p>R.E. (Cornerstones)</p>	<p>Hinduism – Navratri</p> <ul style="list-style-type: none"> • What is God like? • Story of Durga • Special clothing • Puja sets • Thinking about celebrations <p>Christianity – Christmas</p> <ul style="list-style-type: none"> • Advent wreath • Nativity • The gifts • Exploring joy • Christingles • Christmas cards 	<p>Judaism – Hanukkah</p> <ul style="list-style-type: none"> • Lighting the candles • The story of Hanukkah • Menorah • Dreidel • Traditions • Exploring miracles <p>Buddhism – Losor</p> <ul style="list-style-type: none"> • New Year • Good luck • Tibetan flags • Offerings • Thinking about the future 	<p>Islam – Jumu’ah</p> <ul style="list-style-type: none"> • Prayer • Bilal • Mosques • Exploring worship <p>Sikhism – Anand Karaj</p> <ul style="list-style-type: none"> • Marriage & Weddings • Making promises • Exploring love



<p>Science</p>	<p>Seasonal Changes <u>Knowledge</u></p> <ul style="list-style-type: none"> Identify less familiar weather conditions. Describe some positive and negative effects of the weather. Observe and record the daily weather on a chart. <p>Human Survival <u>Enquiry</u> <i>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Space <u>Knowledge</u></p> <ul style="list-style-type: none"> Identify and name the 8 planets. The sun. Yuri Gagarin 	<ul style="list-style-type: none"> Dancing <p>Habitats <u>Enquiry</u> <i>Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify. Gather and record data to help in answering questions.</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. 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. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <p>Uses of Materials <u>Enquiry</u> <i>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions.</i></p>	<p>Plant Survival <u>Enquiry</u> <i>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Explain how animals or plants are affected by the seasons <p>Animal Survival <u>Enquiry</u> <i>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions.</i></p>
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Music	Recorder	Charanga – singing & untuned instruments	BBC Ten Pieces Finlandia by Jean Sibelius
PE	Gymnastics Dance	Orienteering Invasion Games	Striking & Hitting Games Athletics
MFL - Spanish	<ul style="list-style-type: none"> Introducing Ourselves Greetings Numbers 0-10 (forwards and backwards) 	Body parts	Seasons
PSHE	<p>Family and Relationships</p> <ul style="list-style-type: none"> Understand that families are made up of different people. Demonstrate how to show care and support. Feelings and how we respond to these Manners and self-respect. 	<p>Safety and the changing body</p> <ul style="list-style-type: none"> Developing an understanding of safety – roads and medicine. Introduction to online safety. Secrets and surprises. Body parts and privacy. <p>Citizenship</p> <ul style="list-style-type: none"> Rules outside of school. 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> Where money comes from. How to look after money. Banks and building societies. <p>Transition</p>



	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Benefits of exercise and relaxation. • Physical health and wellbeing. • Managing emotions, setting goals and developing a growth mindset. • Dental hygiene. 		<ul style="list-style-type: none"> • Caring for the local environment. • School Council. • Opinions 	
Computing	<p>Computer Science</p> <ul style="list-style-type: none"> • Understand how algorithms are implemented as programs • Create algorithms to solve simple problems. • Produce a sequence of instructions that result in simple outcomes • Program Bee-Bots to follow a created algorithm - Debug simple programs. - Discuss how the telephone has changed over time. 		<p>E-Safety</p> <ul style="list-style-type: none"> • Understand the importance of staying safe online • Understand a wider range of personal information that should not be shared (attendance at a specific place) • Identify some ways to use computers safely • Identify some ways of reporting inappropriate content and contact online <p>Information Technology</p> <p>Easter cards/poems</p> <ul style="list-style-type: none"> • Log onto a computer independently • Enter sentences using keyboard or touch typing • Use a mouse or touch input to make selections and move objects • Save, print and retrieve work independently 	<p>Digital Literacy</p> <ul style="list-style-type: none"> • Enter a URL for a website with some support • Using a website to find information to answer questions with help • Navigate around a website with purpose and discuss how they found specific information on a website • Begin to use a range of applications on computers and other devices independently • Recognise where and how technology is used beyond school
Literacy	<p>Wanted poster (character description) Simile poem – Remembrance Diary Entry (Guy Fawkes) List poem – winter/Christmas cards</p>		<p>Setting description - Weslandia Journey story – Where the Wild Things Are Non-chronological Report – Habitats Fact file – Explorer / Columbus</p>	<p>Instructions – planting seeds Letter to Little Rude Traditional Tale Recount - Railway Museum Information text linking to the Victorians</p>
Key texts for Year 2	<p>Our Class is a Family The Day our Teacher went Batty by Gervaise Phinn Giraffes Can't Dance Fluff the Farting Fish by Micheal Rosen Storm Goliath When I See Red My Heart is a Poem</p>		<p>Paddington Bear Weslandia by Paul Fleischman Where the Wild Things Are The Great Explorer by Chris Judge Choosing Crumble by Micheal Rosen</p>	<p>Winnie the Pooh Twisted Traditional Tales Terry Deary Victorian Tales: The Twisted Tunnels The Creekers</p>



<p>Visits/ Experiences for Year 2</p>	<p>Engage – Parent ‘art’ workshop- Bonfire art Express – Gunpowder Plot workshop/drama Science – Planetarium Science – Eureka</p>	<p>Engage – Columbus Day Express – parent workshop – making a vessel</p>	<p>Engage – Cusworth Hall Victorian experience Express – class toy museum - parents RE - Mosque Visit Topic - Railway Museum</p>
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