



Long Term Curriculum Plan – Year 2

Subject	Autumn Term Remember, remember...	Spring Term Voyagers	Summer Term The Victorians
Geography	<p><u>Fieldwork & Map Skills</u> Local walk around school, including school grounds Children to undertake field work around the school and within the school grounds linking to mapwork.</p> <ul style="list-style-type: none"> • Draw simple map of school and surrounding area, include a key. • Use own symbols on maps. • Predict what they will see on walk before and record using tally charts what human and physical features they see. • Present findings with simple bar chart. • Reach simple conclusion about observations. <p>Weather diary Children to predict the weather in local area and small area of a contrasting non-European country, for 1 school week. Make comparisons and reach simple conclusions. Record this to use throughout the year.</p> <p>Map Skills: Develop awareness of N, S, E, W. <u>Place & Location Knowledge</u></p> <ul style="list-style-type: none"> • Name the 7 continents and locate on a map, atlas or globe. <p><u>Human & Physical Geography</u> Use vocabulary of human and physical features identified around school and surrounding area.</p>	<p><u>Fieldwork & Map Skills</u></p> <p>Weather diary Children to record the weather in local area and small area of a contrasting non-European country, for 1 school week. Make comparisons with previous log and reach simple conclusions.</p> <p><u>Place & Location Knowledge</u></p> <ul style="list-style-type: none"> • Using maps, atlases and globes, locate some countries in Europe. <p><u>Human & Physical Geography</u></p> <ul style="list-style-type: none"> • Understand why countries are hot and cold around the world, in relation to North Pole, South Pole and the Equator. • Discuss similarities and differences between human and physical features in local area and small area of a contrasting non-European county. 	<p><u>Fieldwork & Map Skills</u> Suggested Fieldtrip: Visit a Railway Station <i>(Conisbrough, Doncaster, York)</i> Children to undertake field work by visiting a railway station.</p> <ul style="list-style-type: none"> • Draw simple sketches of the location, identifying features such as more populated areas, entrances/exits, safety zones. Include simple key with class agreed symbols. • Relating photographs to features and views; • Taking digital photographs and film; <p>Weather diary Children to record the weather in local area and small area of a contrasting non-European country, for 1 school week. Make comparisons with previous log and reach simple conclusions.</p> <p>Map Skills:</p> <ul style="list-style-type: none"> • Know the basic compass directions (N, S, E, W). <p><u>Place & Location Knowledge</u></p> <ul style="list-style-type: none"> • Name and locate 5 oceans on map, atlas or globe. <p><u>Human & Physical Geography</u></p> <p>Discuss similarities and differences between human and physical features during fieldtrip eg: the railway station and the journey there.</p>

CHRISTMAS



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p>	<p><i>Why didn't the gunpowder plot work?</i></p> <p>Events beyond living memory that are significant nationally or globally - the gun powder plot 1605 (Guy Fawkes)</p> <ul style="list-style-type: none"> • What was the Gunpowder Plot? • Who was involved? (Guy Fawkes, Robert Catesby, Thomas Percy, King James I) • Why did they plot? • How was the plot stopped? • Why and how do we celebrate Bonfire Night? 	<p><i>How have explorers changed the world?</i></p> <p>The lives of significant individuals - Christopher Columbus</p> <ul style="list-style-type: none"> • Who was Christopher Columbus? • What is he known for? • Where did he voyage? • Why was his discovery so important? • How did he make his voyage? • How did his voyage differ from other voyagers? 	<p><i>What is a Monarch?</i></p> <p>Changes within living memory – The Victorians</p> <ul style="list-style-type: none"> • To understand what a monarch is. • To understand who was the monarch in the Victorian period and all about her. Also, discuss who the monarch is now. • 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.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art & Design</p>	<p>Drawing – Tell a story</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 – Gunpowder plot/Guy Fawkes: Develop observational drawing using real life objects linked to topic • Creating Characters: Understand how to apply expressions to illustrate a character <p>Painting & Mixed Media – Life in Colour</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>Craft and Design – Map it out</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>Sculpture & 3D – Clay Houses</p> <p>Modelling and Collages</p> <p>Pinch pots and a Victorian House Tile</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>Cooking & Nutrition: Veg Sticks and dip</p> <p>Explain the journey of imported food.</p> <p>Explain and demonstrate how to safely use kitchen appliances for peeling and grating.</p> <p>Explain and demonstrate how to safely use electric devices for cooking with adult supervision such as a hand blender adult support.</p>	<p><u>Mechanical (Wheels and Axels) – Steam trains</u></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. • They will reflect on their work comparing it to the work of other designers.
--------------------------------	--	---	--



Religion and Worldviews Kapow	<p>Why do we need to give thanks?</p> <ul style="list-style-type: none"> • How Harvest is celebrated by religious and non-religious people around the world as a way of expressing thanks for food. • The different ways thanks can be shown (offerings, sharing, singing, praying and words) • Hindus worship through puja (which involves special actions and objects to show love and respect to Brahman) <p>What do candles mean to people?</p> <ul style="list-style-type: none"> • Some people celebrate festivals • Stories help people to understand about different festivals • Candles are used in many festivals across the world • There are many different festivals • For some people candles symbolise hope, peace and love 		<p>How do we know some people have a special connection to God?</p> <ul style="list-style-type: none"> • Know Christmas story and Jesus heals a man • The story of Guru Nanak's birth and Guru Nanak and the cobra • Krishna and the fruit seller • Daniel and the lions • The Angel Jibril visits Muhammed <p>What is a prophet?</p> <ul style="list-style-type: none"> • Know Jonah and the whale • The story of Muhammed • Abraham's story • Feeding of the 5000 • Calming the storm • The first Guru • Moses and the burning bush • Muhammed and the night journey • The story of Zacchaeus <p>How do some people talk to God?</p> <ul style="list-style-type: none"> • People pray in their homes, outdoors and in special places • Some people get ready for prayer by washing, putting on special clothes and head coverings and using special objects • Prayers can be found in scriptures and other special books but some prayers are more personal <p>Where do some people talk to God?</p> <ul style="list-style-type: none"> • Some people go to a place of worship to pray and to learn more about their religion • People go to places of worship to feel closer to God and to feel a sense of community with people who share their beliefs • Some places of worship are plain and simple while others are grand and have a lot of decoration • Most places of worship contain special objects and books
----------------------------------	--	--	---



Science Cornerstones	Human Survival <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. Seasonal Changes <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. Space <ul style="list-style-type: none"> • Identify and name the 8 planets. • The sun. • Yuri Gagarin 	Habitats <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). Uses of Materials <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	Plant Survival <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 Animal Survival <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. • 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. • 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).
	Human Survival <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. Seasonal Changes <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. Space <ul style="list-style-type: none"> • Identify and name the 8 planets. • The sun. • Yuri Gagarin 	Habitats <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). Uses of Materials <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	Plant Survival <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 Animal Survival <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. • 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. • 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).



			<ul style="list-style-type: none"> Explain how animals or plants are affected by the seasons
Music	<p>Recorder Three notes – BAG Simple tune</p> <p>Singing Linked with Christmas Nativity Songs / recorder performance</p>	<p>How Does Music Make the World a Better Place? Inventing a Musical Story</p> <p>How Does Music Teach Us About Our Neighbourhood? Recognising Different Sounds</p> <p>African drumming- Famoudou Konate- master drummer and djembe player South African Choral Inkanyezi Nezazi Ladysmith Black Mambazo</p>	<p>How Does Music Make Us Happy? Exploring Improvisation</p> <p>How Does Music Teach Us About Looking After Our Planet? Our Big Concert Glenn Miller Duke Ellington Take the A train Billy Strayhorn/ Duke Ellington Orchestra</p>
PE PE Hub	<p>Hit, Catch & Run – Unit 1 Gymnastics</p>	<p>Dance Attack, Defend, Shoot – Unit 1</p>	<p>Send & Return – Unit 1 Run, Jump, Throw – Unit 2</p>
MFL – Spanish Language Angels	<ul style="list-style-type: none"> Numbers 0-10 (counting forwards and backwards) Greeting someone and Christmas greetings How Christmas is celebrated in Spain Spanish Christmas 	<ul style="list-style-type: none"> How are you? - ¿Que tal? Feelings – Happy/sad Numbers 0-10 (counting forwards and backwards) Seasons 	<ul style="list-style-type: none"> Body Parts- Facial Numbers 0-10 (counting forwards and backwards)



Family and Relationships

- Understand that families offer love and support and that different families may be made up of different people.
- Understand what friends may be thinking and feeling in different situations.
- Recognise some issues that may occur in friendships and which of these may need adult help to resolve.
- Understand that expectations of manners may change according to the situation.
- Know that remembering people who were important to them but are no longer here can cause a mixture of emotions.
- Explain what gender stereotypes are in relation to careers.

Health and Wellbeing

- Use multiple colours in a diagram to show how they can feel more than one emotion at a time.
- Describe how they would feel in a particular situation and understand that not everyone feels the same.
- Understand the effect of physical activity on their body and mind.
- Describe energetic physical activities that they enjoy.
- Describe the positive effects of relaxation and know there are different ways to relax.
- Know how to use breathing exercises to relax.
- Recognise and describe what they are good at and what skills they would like to develop.
- Create a complete ladder detailing achievable steps which work towards a goal.
- Explain what a growth mindset is.
- Use strategies to stay calm during trick challenges.

Safety and the Changing Body

- Understand how the internet can be used to help us.
- Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable.
- Understand what a secret is and what a surprise is.
- Know the name of parts of the body, including those of the private parts for their gender.
- Explain the PANTS rule.
- Understand how to keep safe near roads.
- Explain the rules for crossing the road.
- Understand when we should take medicines that can help us feel better when we are unwell.

Citizenship

- Recognise that different rules apply in different situations.
- Explain what makes a good school environment.
- Recognise that everyone in school has a responsibility to maintain the school environment.
- Identify some jobs that people do to keep the local area pleasant.
- Recognise some local job roles that help the community.
- Recognise similarities and difference between people in the local community.
- Explain that differences should be respected.
- Explain how the school council works.
- Share their opinions on things that matter.

Economic Wellbeing

- Explain where adults get money from.
- Explain the difference between wants and needs.
- Recognise that saving might be necessary to buy the things we want.
- Explain that banks are a safe place to keep money.
- Consider different factors when choosing a bank account.
- Recognise that different jobs require different skills.
- Transition – 1 Lesson
- Understanding that change can cause mixed feelings
- Understand what change is and that it is part of life.
- Explain some positive of change.
- Explain some challenges which change brings.
- Know who can help us deal with change.

Transition – 1 Lesson

- Understanding that change can cause mixed feelings
- Understand what change is and that it is part of life.
- Explain some positive of change.
- Explain some challenges which change brings.
- Know who can help us deal with change.



	<ul style="list-style-type: none"> Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices. State what ingredients they can see on a dish and compare them with the food pyramid. Understand what helps to keep teeth healthy. 		
Computing	<p>Computing systems and networks – IT around us</p> <ul style="list-style-type: none"> To recognise the uses and features of information technology To identify the uses of information technology in the school To identify information technology beyond school To explain how to use information technology safely To recognise that choices are made when using information technology <p>Microsoft PowerPoint - Laptops</p>	<p>Digital Literacy - Digital music</p> <ul style="list-style-type: none"> To say how music can make us feel To identify that there are patterns in music To experiment with sound using a computer To use a computer to create a musical pattern To create music for a purpose To review and refine our computer work <p>Chrome Lab – Laptops E-Safety</p>	<p>Computer Science – Robot algorithms</p> <ul style="list-style-type: none"> To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written <p>BEE BOTS</p>
Literacy Writing P2W	<p>Look Up! By Nathan Bryon Recount: write a diary entry</p> <p>The Great Fire of London by Emma Adams and James Weston Lewis Non-fiction: write a fact sheet</p>	<p>Grandad's Camper by Harry Woodgate Fiction: write a story using own ideas for characters and locations</p> <p>My Name is Not Refugee by Kate Milner Recount: write a recount of events from character's point of view</p>	<p>Tidy by Emily Gravett Persuasion: write a letter in role</p> <p>Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens Fiction: retell an abridged and adapted version</p>
Literacy Reading P2R	<p>Lights on Cotton Rock by David Litchfield Genre – Fiction: Fantasy</p> <p>Great Fire of London by The Literacy Company Genre – Non-fiction: Information</p>	<p>Grandpa was an astronaut by Johnny Meres Genre - Fiction</p> <p>Owen and the Soldier by Lisa Thompson Genre – Fiction: story with a familiar setting</p>	<p>Fantastic Mr Fox by Roald Dahl Genre – Fiction: adventure</p> <p>Grimm's Fairytales (Usborne Books) Genre – Fiction: fairytale</p>
Key Texts	<p>Our Class is a Family</p> <p>The Day our Teacher went Batty by Gervaise Phinn</p>	<p>Paddington Bear</p>	<p>Winnie the Pooh</p>



<p>Visits / Experiences</p>	<p>Engage: Bonfire art with grown-ups Express: Y2 Class Assembly – The Gunpowder Plot performance + sale of concertina books Science: Planetarium & Eureka Religion and Worldviews: Hindu Temple visit Geography: local walk in and around school grounds</p>	<p>Engage: Columbus Day Express: Showcase</p>	<p>Engage: National Trust – The Workhouse- Victorian experience Express (DT/history): Make a Steamtrain with grown-ups History: Railway Museum Geography: visit Conisbrough Railway Station and York Railway Station</p>
-----------------------------	---	--	---