



Long Term Curriculum Plan – Year 2

Subject	Autumn Term Remember, remember...	Spring Term The Victorians	Summer Term Voyagers
Geography	<p><u>Fieldwork & Map Skills</u> Local walk around school, including school grounds</p> <p>Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> • Where are the continents? Learning to name the seven continents and locating them on the world map. • Where are the coldest places on earth? Locating the North and South Pole on a world map and identifying some key features. • Where is the Equator? Locating the Equator on a world map and exploring key features of the key features of the region. • What is life like in a hot place? Comparing the UK and Kenya: identifying key similarities and differences. • Do we live in a hot or cold place? To investigate local weather conditions. • Would you prefer to live in a hot or cold place? Using their key knowledge of hot and cold places, children answer the enquiry question, would you prefer to live in a hot or cold place? 	<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>Why is our world wonderful?</p> <ul style="list-style-type: none"> • What are some of the UK's amazing features and landmarks? Identifying features and major geographical characteristics of the UK and locating these on the map • Where are some of the world's most amazing places? Learning about some of the world's most amazing places and locating these on the map. • Where are our Oceans? Naming and locating the five oceans on a world map • What is amazing about our local area? Learning to draw a map of the local area using symbols to represent human and physical features • Why are natural habitats special? Investigating a local habitat; collecting and recording data on a tally chart • How can we look after natural habitats? Learning to present their findings in a bar graph and suggesting ways to look after natural habitats 	<p><u>Fieldwork & Map Skills</u></p> <p>What is it like to live by the coast?</p> <ul style="list-style-type: none"> • Where are the seas and oceans surrounding the Uk? Locating the UK and the surrounding seas and oceans on a map • What is the coast? Identifying what the coast is and some of its features. • What are the features of the Jurassic coast? Identify the features of the Jurassic coast • How do people use Weymouth? Understanding how people use the coast • How do people use our local coast Data collection • How do people use our local coast Findings

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>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><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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Art & Design</p>	<p><i>Transition: Textiles - Macramé rainbows</i></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>Potato printing, Christmas cards – mono printing Calendar – colour mixing seasons</p>	<p>Sculpture & 3D – Clay Houses Modelling and Collages 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>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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Design & Technology</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 <i>mock ups</i> and <i>templates</i>. <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>Cooking & Nutrition: Fruit Smoothies</p> <p>Explain the journey of imported food.</p> <p>Explain and demonstrate how to safely use kitchen appliances for peeling and grating.</p> <ul style="list-style-type: none"> • Explain and demonstrate how to safely use electric devices for cooking with adult supervision such as a hand blender adult support.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religion and Worldvie ws.</p>	<ul style="list-style-type: none"> • How and why do some people pray? 	<ul style="list-style-type: none"> • Why are festivals important in a community? 	<ul style="list-style-type: none"> • Which books and stories are important?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science Cornerstones</p>	<p>Living things: Habitats</p> <p>Living things: Micro Habitats</p> <p>Space</p> <ul style="list-style-type: none"> • Identify and name the 8 planets. • The sun. • Yuri Gagarin <p>Look up and space dome</p>	<p>Materials: uses of everyday Materials</p> <p>Animals including humans Life Cycle and health</p>	<p>Plant Growth</p> <p>Making connections: Plant based materials</p>



<p>Music</p>	<p>Recorder Three notes – BAG Eye of the tiger</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?</p>
<p>PE PE Hub</p>	<p>Dance – Creative Dance</p>	<p>Dance – unit 1 Attack, Defend, Shoot – Unit 1</p>	<p>Send & Return – Unit 1 Run, Jump, Throw – Unit 2</p>
<p>MFL – Spanish Language Angels</p>	<ul style="list-style-type: none"> • Numbers 0-10 (counting forwards and backwards) • Greeting someone and Christmas greetings – ask name • How Christmas is celebrated in Spain • Spanish Christmas 	<ul style="list-style-type: none"> • How are you? - ¿Que tal? • Feelings – Happy/sad/ok • Numbers 0-10 (counting forwards and backwards) reading numbers Spanish/English • Seasons 	<ul style="list-style-type: none"> • Body Parts- Facial • Numbers 0-10 Recap



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.
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	<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	Ivanhoe Books for pleasure		Ivanhoe Books for pleasure	Ivanhoe Books for pleasure



Visits / Experiences	Engage: Bonfire art with parent/carers Express: Y2 Class Assembly – Sharing work and performance Science: Planetarium Geography: local walk in and around school grounds Cultural Capital: Theatre trip	Engage: National Trust: The Workhouse- Victorian experience Express (DT/history): Make a Steamtrain with grown-ups using wheels and axels History/Geography: Railway Museum and York Railway Station Music: African drumming	Engage: Columbus Day Express: Coastal visit - Cleethorpes
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