

## LONG TERM PLAN YEAR 2

SUBJECT		AUTUMN		SPRING		SUMMER	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	CORE TEXTS	<i>Stanley's Stick</i>  <i>Catch It!</i> (Film Unit)	<i>Jack and the Jelly Bean Stalk</i> By Rachael Mortimer  Instructional Texts	<i>The Secret Sky Garden</i> By Linda Sarah and Fiona Lumbers  <i>Toby and the Great Fire of London (LS)</i> By Margret Nash and Jane Cope	<i>Cottonwool Colin</i>	<i>The Hodgeheg</i> by Dick King-Smith	<i>Stanley's Stick</i>  <i>Catch It!</i> (Film Unit)
	WRITING OUTCOMES:	<b>To Entertain:</b> Narrative- Different version of traditional stories Poetry Character description- Wanted Poster <b>To Inform:</b> Recount from a character's perspective Instructions- How to Grow a Beanstalk Book Review Diary Entry	<b>To Entertain:</b> Story Description Narrative <b>To Persuade:</b> Letters <b>To Inform:</b> Diary Entries Recount Information Leaflet	<b>To Entertain:</b> Poetry Setting Description	<b>To Entertain:</b> Narrative- Own Chapter Character Description <b>To Inform:</b> Information Leaflet	<b>To Entertain:</b> Narrative- Different version of traditional stories Poetry Character description- Wanted Poster <b>To Inform:</b> Recount from a character's perspective Instructions- How to Grow a Beanstalk Book Review Diary Entry	
MATHS		<b>Place Value</b> (within 100) <b>Addition &amp; Subtraction</b> (within 20 & related facts to 100)	<b>Addition &amp; Subtraction contd.</b> <b>Money</b> (Practical context) <b>Multiplication and Division</b> (x2, x5, x10)	<b>Multiplication and Division contd.</b> <b>Statistics</b> (pictograms, tally charts) <b>Properties of shape</b> (2D & 3D shapes)	<b>Properties of shape contd.</b> <b>Fractions</b> ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{2}{4}$ , $\frac{3}{4}$ ) <b>Time</b> (time to 5 minutes)	<b>Length and Height</b> (standard units) <b>Position and Direction</b> (pattern and sequences) <b>Problem solving and efficient methods</b>	<b>Mass, Capacity and Temperature.</b> (Using standard units of measure) <b>investigations</b>
SCIENCE		Living things and their habitats  <b>What do animals need to stay alive?</b>		Animals including humans  <b>How do animals keep healthy?</b>	Everyday Materials  <b>Why does the material of a man-made object matter?</b>		Plants  <b>What do plants need to be healthy?</b>

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<b>HUMANITIES</b>	<p><u><b>Why did the fire of London Spread?</b></u></p> <p>Building on local mapping skills of <b>London</b> (Y1 Local Area) to identify changes of local area past and present, and building on knowledge of <b>chronology</b> to suggest reasons for, and mapping of, the spread of fire. Use different types of sources to find information about the fire. This could include details from Samuel Pepys as well as artwork and discuss reliability.</p> <p>(Introduction to reliability of sources, change over time, contrast London then and now)</p>	<p><u><b>How has Barnet changed?</b></u></p> <p>Building on local mapping skills of local area and using a variety of pictures and photographs as sources to find out about Barnet in the past. Build on theme of travel and human and physical features and comparing maps pre-and after railways and other inventions, using 'sensory maps' to understand shift from countryside to city life.</p> <p>(Consider what causes change and identify periods when change happened. Introduction to Queen Victoria in preparation for the next unit)</p>	<p><u><b>What is a Monarch?</b></u></p> <p>Locate palaces/ residence on <b>London</b> maps and use and discuss sources to describe <b>significant figures</b> in Monarchy and events/achievements and considering impact. Opportunity to expand chronological knowledge between Kings and Queens in history and bring in the concept of Empire.</p> <p>(Continue to use maps, pictures, and photos to compare and contrast different significant Monarchs. Build on timelines to discuss line of succession.)</p>	<p><u><b>How are M Seacole and F Nightingale still helping us?</b></u></p> <p>Investigating further the Victorian era and use of <b>sources</b> including <b>world maps</b> to describe <b>significant figures</b> and events, linking with consequences, relating to timeline/chronology. Also Building travel/<b>directional</b> language to describe journeys between.</p> <p>(Mapping of Europe to show Crimea and continuing theme of travel comparing different time periods).</p>	<p><u><b>How can I take a polar bear home?</b></u></p> <p>Sketch world map (including continents and oceans) to make comparisons with UK and Israel and identify equator, North and South Poles and climate accordingly. Make links with animals, habitat particularly polar and arctic regions. Consider habitat, travel, homes, food, clothes and equipment.</p> <p>(In preparation for next unit, compare and contrast Polar regions with UK.)</p>	<p><u><b>How do our lives differ from the people of Kenya?</b></u></p> <p>Building on understanding of <b>climate zones</b> and knowledge of <b>London+ local area</b> to compare with Africa - Kenya, using photos and other sources (weather data- building on Yr1 weather) to describe differences. Also compare and contrast urban and rural.</p> <p>(Consolidate understanding of world and world map, as well as climate zones to apply research skills to find out about a place and compare it to life in London)</p>
<b>COMPUTING</b>	<p style="text-align: center;"><b>Word Processing</b> <b>Unit: Kapow</b></p> <p>Using simple editing tools and keyboard skills <a href="https://www.kapowprimary.com/subjects/computing/key-stage-1/year-2/word-processing/">https://www.kapowprimary.com/subjects/computing/key-stage-1/year-2/word-processing/</a></p>		<p style="text-align: center;"><b>We Are Photographers</b> <b>Unit: Switched on Computing</b></p> <ul style="list-style-type: none"> <li>• Taking, selecting and editing digital images</li> <li>• Include using technology in a safe way</li> </ul>		<p style="text-align: center;"><b>Unit 2.1 Coding</b></p> <ul style="list-style-type: none"> <li>• What is an algorithm?</li> <li>• How do you follow a sequence?</li> <li>• Objects which have different attributes properties, and collision detection event.</li> <li>• Timed sequencing</li> <li>• Using events blocks</li> <li>• Debugging</li> <li>• Testing</li> </ul>	
<b>D T</b>	<p style="text-align: center;"><u>Textiles Project 1</u> <b>Hand Puppets</b></p> <p>Create a felt hand puppet using running stitch and basic fastenings.</p>		<p style="text-align: center;"><u>Cooking</u> <b>Fruit Skewers-Tu Bishvat</b></p> <p>Select and prepare fruit using knives and thread onto skewers</p> <p>Apple, strawberries, grapes, tangerine.mango</p>		<p style="text-align: center;"><u>Mechanisms Project 2</u> <b>Creating a moving vehicle</b></p> <p>Create a cardboard car using wheels and axles</p>	
<b>ART</b>	<b>Explore and Draw</b>		<b>Mono Print</b>		<b>Be an Architect</b>	
<b>PSHE</b>	<p style="text-align: center;"><b>How are we all different and special?</b> <b>What can help us grow and stay healthy</b></p>		<p style="text-align: center;"><b>Join Sebby Star as he learns about friendship and feelings.</b></p>			<p style="text-align: center;"><b>What helps us to stay safe? (Road safety awareness )</b> <b>Dental Health KS1</b></p>

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<b>MUSIC</b>	<p style="text-align: center;"><b>African call and response song-</b> (African Animal Theme)</p> <p>Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and to recognise simple notation, progressing to creating their own animal based call and response rhythms</p>	<p style="text-align: center;"><b>Orchestral instruments (Theme: Western stories)</b></p> <p>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p>		<p style="text-align: center;"><b>Musical Me</b></p> <p>Learning to sing and play a song using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody</p>	
<b>PE</b>	<b>Football</b>	<b>Dance</b>	<b>Tennis</b>	<b>Athletics</b>	<b>Striking and Fielding</b>
<b>FOREIGN LANGUAGES BIBLICAL HEBREW</b>	<p style="text-align: center;">Continue to build reading longer words until they are fluent Focus on extending vocabulary - 200 words Using basic prefixes -first 20 (Summer 1) Write script letters (Spring 1) Develop understanding of numerical system (Gematria) – Autumn 2 Pupils begin translation of ancient texts – (Genesis chapters 18-22) Begin to link the spelling, sound and meaning of words</p>				