

**Long Term Plan**

**2022-2023**

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| Year 2 Curriculum Overview |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **Fire Fire!** | **Chocolate** | **At the Seaside** |
| **Theme Hooks & Visits** | Fire station visitsRe-enactment of the great fireNell bankDrama-Gingerbread man investigation  | Chocolate tastingExperimenting with materialsYork-The chocolate storyChocolatier | Trip to seasidePicnic at City beachBus stop tour around BradfordObserving the lifecycle ducks‘holiday’ pictures hall exhibition |
| **Inspiring Careers** | **Firefighter****Baker** | **Chocolatier****Artist** | **Pilot/Airhostess****Veterinarian** |
| **50 Fearnville Feats** | **Baking****Visit a Cathedral** | **Grow vegetables****Bug hunt****Chocolate factory visit** | **Treasure hunt****Seaside visit****Take care of animals**  |
| **English** | **Genres**DiaryInstructional textsRecountLetter**Texts**Who was: Samuel Pepys? (Paul Harrison)Dragon Post (Emma Yarlett)Instruction textsClass Novel: Vlad and the GFOL (Katie Cunningham) | **Genres**Narrative (description)ExplanationNon-chronological reportPoetry**Texts** Chocolate Cake Poem (Michael Rosen) My Country – Brazil (Annabel Savery)The story of chocolate (Katie Daynes)Smart about chocolate, a sweet history (Sandra Markle)Class Novel: Charlie and the chocolate factory    | **Genres** RecountPostcards/lettersNon-chronological reportLeaflets**Texts**Lighthouse Keepers Lunch (David & Ronda Armitage)At the Beach (Roland Harvey)Pirates of the Scurvy Sands (Jonny Duddle)Poems about the seaside (Brian Moses) |
| **Maths** | **Domains**Place ValueAdditionSubtraction2D Shape | **Domains**MultiplicationDivisionStatistics3D ShapeMoney | **Domains**FractionsMeasurement:Length and HeightTimeMass, Capacity and TemperatureGeometry: Position and Direction |
| **Science** | **Living things and their****Habitats**Living, dead, never lived What is a habitat?Interdependency and food chains **Animals including humans**What humans need to survive | **Materials**ComparingSuitabilityCompare and use everyday materials | **Plants** What do plants need and how do they grow?-Plant diaries | **Animals including humans**What things animals need to surviveAnimals and their offspring-ducklings |
| **Art** | **Painting**Primary and secondary colours (hot and cold colours)  | **Collage**The Great Fire of LondonCollect, sort and group materialsFold, crumple, tear and overlap | **Print**Look at Brazilian flag and others to show the varied use of colours and designs. Design their own flag.Repeating patterns/overprinting | **Textiles**Cut and shape fabric Join materials using glue or a stitchApply decoration | **Drawing**Vincent Van GoghLines, shape, patterns and shapescopying and free drawing  | **Sculpture**Malleable media/recycled, natural manmade materialsSeaside souvenir  |
| **D.T.** | **Construction**Tudor Houses Apply knowledge of materials to make a structure stiffer/more stable  | **Food**Create a basic recipe Use tools and techniques safelyChocolate Bars**Evaluate**Describe what went well, make changes and suggest what can be improved | **Textiles**Sewing- shape using a template, join using a running stitch, colour and decorate textiles**Materials**cutting, shaping and joining  |
| **Geography** | Investigating places - **London**GSF1 Use maps, atlases and basic geographical vocabularyGSF 3 Recognise landmarks, human/physical featuresLK2 Characteristics of the UK HPG 1, 2, 3  | Investigating places -**Brazil** GSF1 Use maps, atlases and basic geographical vocabularyGSF 3 Recognise landmarks, human/physical features LK1 Name and locate the worlds continents and oceans PK 1, 2 Similarities and differencesHPG1 seasonal and weather patterns Bradford/Brazil | Investigating places - **Seaside**GSF1 Use maps, atlases and basic geographical vocabularyGSF 2 Use compass directionsGSF 3 Recognise landmarks, human/physical featuresGSF 4 Simple fieldwork/observationsLK2 Characteristics of the UK PK 2 Similarities and differences |
| **History** | Recall facts before living memory-The Great Fire of London, why did people act the way they did?HE 1,2,3 OC 1,2,3,4 KU 1,2 HI1 CU 1,2,3,4,5  | Chocolate story-Find out about what life was like in the past using pictures, stories and artefacts (old chocolate bar wrappers)HE 1,2,3 OC 1,2,3,4 KU 1,2 HI1 CU 1,3,4,5  | Holidays past and presentHE 1,2,3 OC 1,2,3,4 KU 1,2 HI1 CU 1,2,3,4,5  |
| **Computing** | **E-safety**Passwords **Computer Science**Understanding and planning commands**Media** Organise and communicate ideas, make improvements **Data handling**Represent information accurately, interpret data | **Information literacy**Use search engines, recognise and interact with webpages **Media**Record, locate and review sounds, improve digital creations using music and/or sound **E-Safety**Understand own online presence **Computer Science** Use algorithms. Write, test and debug simple programmes**Data handling**Sort and answer questions | **Computer science**Control devices and understand the wider picture of technology **Data handling**Use a flow chart to answer yes/no questions **Media**Create images and animations using a variety of applications **E-Safety** Keeping safe online**Information literacy**Use child friendly search engines |
| **Spanish** | Animals | In our Classroom | Out and About |
| **PE** | **Hit, Catch, Run**Develop hitting skillsPractice bowling skills | **Dance** Balance, choreograph and Perform | **Gymnastics**Perform basic actions and sequences.Improve strength and flexibility | **Run, Jump, Throw**Develop power, agility, coordination and balance.Throw a variety of objects and negotiate obstacles | **Send and Return**Play a variety of racket games such as tennis and badminton | **Attack, Defend, Shoot**Play a variety of ball games using a range of skills and recall |
| **PSHE** | **Being me in my world**Who am I and how do I fit? | **Celebrating difference**Respect for similarity and difference. Anti-bullying and being unique | **Dreams and Goals**Aspirations, how to achieve goals and understanding the emotions that go with this | **Healthy Me**Being and keeping safe and healthy | **Relationships**Building positive, healthy relationships | **Changing Me**Coping positively with change |
| **Music** | **Fire Fire Everywhere**The Great Fire of London | **Ho Ho Ho**Christmas Music | **Hands, Feet, Heart**World Music | **I Wanna Play in A Band**Rock Music | **Zoo Time**Keeping a beat | **Friendship Song**Composition |
| **RE** | Can you tell what someone believes in by what they look like? | What is special to faith communities? | How does what believers do, show what they believe? |