

**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 visits  Re-enactment of the great fire  Nell bank  Drama-Gingerbread man investigation | | Chocolate tasting  Experimenting with materials  York-The chocolate story  Chocolatier | | | Trip to seaside  Picnic at City beach  Bus stop tour around Bradford  Observing 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**  Diary  Instructional texts  Recount  Letter  **Texts**  Who was: Samuel Pepys? (Paul Harrison)  Dragon Post (Emma Yarlett)  Instruction texts  Class Novel: Vlad and the GFOL (Katie Cunningham) | | **Genres**  Narrative (description)  Explanation  Non-chronological report  Poetry  **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**  Recount  Postcards/letters  Non-chronological report  Leaflets  **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 Value  Addition  Subtraction  2D Shape | | **Domains**  Multiplication  Division  Statistics  3D Shape  Money | | | **Domains**  Fractions  Measurement:  Length and Height  Time  Mass, Capacity and Temperature  Geometry: 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**  Comparing  Suitability  Compare and use everyday materials | **Plants**  What do plants need and how do they grow?  -Plant diaries | | **Animals including humans**  What things animals need to survive  Animals and their offspring  -ducklings | | |
| **Art** | **Painting**  Primary and secondary colours (hot and cold colours) | **Collage**  The Great Fire of London  Collect, sort and group materials  Fold, 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 stitch  Apply decoration | | **Drawing**  Vincent Van Gogh  Lines, shape, patterns and shapes  copying and free drawing | **Sculpture**  Malleable media/recycled, natural manmade materials  Seaside 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 safely  Chocolate 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 vocabulary  GSF 3 Recognise landmarks, human/physical features  LK2 Characteristics of the UK  HPG 1, 2, 3 | | Investigating places -**Brazil**  GSF1 Use maps, atlases and basic geographical vocabulary  GSF 3 Recognise landmarks, human/physical features  LK1 Name and locate the worlds continents and oceans  PK 1, 2 Similarities and differences  HPG1 seasonal and weather patterns Bradford/Brazil | | | Investigating places - **Seaside**  GSF1 Use maps, atlases and basic geographical vocabulary  GSF 2 Use compass directions  GSF 3 Recognise landmarks, human/physical features  GSF 4 Simple fieldwork/observations  LK2 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 present  HE 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 skills  Practice 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? | | |