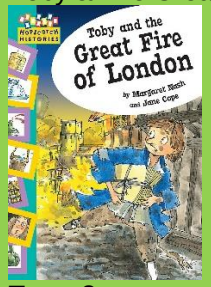
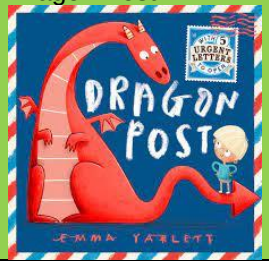
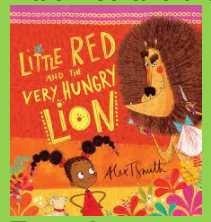
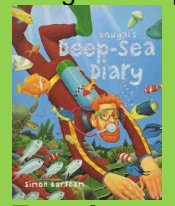
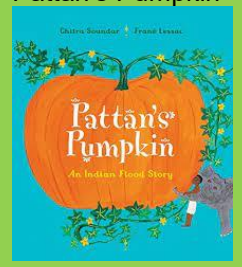
Long Term Planning Overview
Year 2

Curriculum Area	Autumn (T1 & T2)	Spring (T3 & T4)	Summer (T5 & T6)
Theme	**The Great Fire of London – Term 1** **Dragons – Term 2**	**Animals & Habitats – Term 3** **Caring for Others – Term 4**	**Explorers – Term 5** **India – Term 6**
Cultural Capital: trips, visits and experiences	Workshop: The GFOL Trip: Windsor/Warwick Castle	Trip: Cotswold Wildlife Park	Trip: Local visit – Mosque
Cultural Days – SMSC & British Values	**Black History Month: Mary Seacole (1 day in October)**		
English texts	**Term 1** Toby & The Great Fire of London  **Term 2** Dragon Post 	**Term 3** Little Red and the Very Hungry Lion  **Term 4** The Bear and the Piano 	**Term 5** Dougal's Deep Sea Diary  **Term 6** Look Up Pattan's Pumpkin 
Art & Design	**Surface & Colour: Expressive Painting – The Great Fire of London (T1)**	**Explore & Draw: Animal sketching inspired by Sean Briggs (T3)**	**Sculpture: 3D birds (T6)**
Design Technology	**Mechanisms – Making a moving dragon (pivots, levers & linkages) (T2)**	**Freestanding structures: Hospital bed (link to FN and Crimea) (T4)**	**Farm to Food – Balanced diet (T5)** *Link to science T4*

History	**Events beyond living memory: The Great Fire of London (T1)**	**Lives of significant individuals: Mary Seacole and Florence Nightingale (T4)**	**Exploration (T5)**
Geography	*No geography this term – taught in Spring and Summer terms*	**My habitat – a small localised study (school grounds & surrounding environment) – human and physical features (T3)**	**Non-European study – India (T6)**
Science **Working Scientifically MUST be taught using the Science Skills document.** **A science skill should be taught at the beginning of every science lesson and applied to the learning later in the lesson. Skills should be re-visited regularly.**	**Working Scientifically** T1 – Asking a question (Scientific Enquiry) T1 – Collecting data – what is being measured/observed? (Scientific Enquiry) T2 – Asking a question that could lead to a fair test (Scientific Enquiry) T2 – Planning (Practical Investigation) **Use of everyday materials: Materials Matter (T1)** As scientists, we will: • Identify different everyday materials • Explain what different everyday materials can be used for (wood, plastic, metal, water, rock, paper) • Compare the suitability of everyday materials for a range of purposes (e.g. research into which material is the strongest, the most water-proof) • Classify materials • Set up a fair test to observe the suitability of everyday materials for a particular use (e.g. water proof or not) TAPS – Waterproof (ask questions & plan an enquiry)	**Working Scientifically** **Re-visit skills from Terms 1 & 2 and introduce:** T3 – Gathering Evidence (Practical Investigation) T3 – Sorting & Classifying (Communicating) T4 Notice Patterns and Relationships (Interpreting Evidence) T4 – Record Findings (Communicating) **Living things and their habitats (T3)** As scientists, we will: • Explore and compare the differences between things that are living, dead and things that have never been living or dead and can classify appropriately • Know that living things live in habitats to which they are suited • Know what a micro-habitat is and investigate what lives in one (e.g. woodlice under logs) • Name and describe different habitats and know why they are suited to living things (e.g. woodland, pond, grassland) • Know that habitats provide living things with what they need to survive	**Working Scientifically** **Revisit skills from previous terms and begin to use with greater independence.** Use skills (as appropriate) to perform simple tests **Plants (T5)** As scientists, we will: • Understand the parts of plants and trees and why they are important to keep the organism living • Observe and describe how seeds grow into plants • Research and desribe our findings to show why plants need water, light and a suitable temperature to grow (scientific enquiry) • Set up a fair test to observe how a seed may grow • Record observations and make simple conclusions to show our learning TAPS – Compare Growth (observe & measure)

	Use of everyday materials: Changing shape (T2) As scientists, we will: • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching TAPS – Materials Hunt – ADAPT TO ABOVE OBJECTIVES BUT KEEP SKILL (record)	• Know what a simple food chain looks like and how it works, constructing our own food chain TAPS – Living & non-living (interpret & report) **Animals, including humans (T4)** As scientists, we will: • Learn that animals, including humans, have offspring which grow into adults • Describe how a baby grows into an adult (stages of life – baby, toddler, child, teenager, adult) • Find out about and describe the basic needs that humans and animals need to survive (water, food and air) • Describe the importance of a healthy diet • Describe the lifecycle of another species (e.g. chick or butterfly) • Describe the importance of exercise and how this helps us TAPS – Handspans (evaluate)	**Famous scientists, their findings and impact – David Attenborough & Greta Thunberg (T6)** As scientists, we will: • Find out about the life, work and impact of the environmentalists, David Attenborough and Greta Thunberg TAPS – Daisy Footprints (set up an enquiry)
Computing	**Online Safety:** **Self-image and Identity (T1)** • Explain how other people may look and act differently online and offline. • Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. **Online Relationships (T1)** • Give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).	**Online Safety:** **Online Bullying: (T3)** • Explain what bullying is, how people may bully others and how bullying can make someone feel • Explain why anyone who experiences bullying is not to blame • Talk about how anyone experiencing bullying can get help. **Managing Online Information (T4)** • Use simple keywords in search engines • Demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). • Explain what voice activated searching is and how it might be used, and know it	**Online Safety:** **Health, Well-being and Lifestyle (T5)** • Explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. • Say how those rules / guides can help anyone accessing online technologies **Privacy and Security (T6)** • Explain how passwords can be used to protect information, accounts and devices. • Explain and give examples of what is meant by 'private' and 'keeping things private'

	• Explain who I should ask before sharing things about myself or others online. • Describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. • Explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. • Identify who can help me if something happens online without my consent. • Explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. • Explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online **Online Reputation (T2)** • Explain how information put online about someone can last for a long time. • Describe how anyone's online information could be seen by others. • Know who to talk to if something has been put online without consent or if it is incorrect. **Computing Systems and Networks- IT Around Us (T1)** • To recognise the uses and features of information technology • To identify information technology in the home • To identify information technology beyond school	is not a real person (e.g. Alexa, Google Now, Siri). • Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' • Explain why some information I find online may not be real or true. **Creating Media – Making Music (T3)** • To say how music can make us feel • To identify that there are patterns in music • To describe how music can be used in different ways • To show how music is made from a series of notes • To create music for a purpose • To review and refine our computer work **Data and Information – Pictograms (T4)** • To recognise that we can count and compare objects using tally charts • To recognise that objects can be represented as pictures • To create a pictogram • To select objects by attribute and make comparisons • To recognise that people can be described by attributes • To explain that we can present information using a computer	• Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). • Explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). **Copyright and Ownership (T6)** • Recognise that content on the internet may belong to other people. • Describe why other people's work belongs to them **Programming A – Robot Algorithms (T5)** • 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 (series of commands) • To explain that programming projects can have code and artwork • To design an algorithm • To create and debug a program that I have written **Programming B – Programming Quizzes (T6)** • To explain that a sequence of commands has a start • To explain that a sequence of commands has an outcome • To create a program using a given design • To change a given design • To create a program using my own design • To decide how my project can be improved

	• To explain how information technology benefits us • To show how to use information technology safely • To recognise that choices are made when using information technology **Creating Media – Digital Photography (T2)** • To use a digital device to take a photograph • To make choices when taking a photograph • To describe what makes a good photograph • To decide how photographs can be improved • To use tools to change an image • To recognise that photos can be changed		
Religious Education *Discovery RE*	**Christianity – What did Jesus teach? (T1)** Is it possible to be kind to everybody all of the time? **Christianity – Christmas: Jesus as a gift from God (T2)** Why did God give Jesus to the world?	**Islam – Prayer at home (T3)** Does praying at regular intervals every day help a Muslim in his/her everyday life? **Christianity – Easter: Resurrection (T4)** How important is it to Christians that Jesus came back to life after His crucifixion?	**Islam – Community and belonging (T5)** Does going to mosque give Muslims a better sense of belonging? **Islam - Hajj (T6)** Does completing Hajj make a person a better Muslim?
PSHE *Jigsaw*	**Being Me in My World (T1)** In PSHE, we will: • Identify our hopes and fears for the new year • Recognise when we feel worried and identify who to ask for help • Understand the rights and responsibilities of being in our class and school • Discuss how to make our class a safe place • Discuss choices, rewards and consequences	**Dreams and Goals (T3)** In PSHE, we will: • Choose a realistic goal and discuss how to achieve it • Discuss things we have achieved and how this made us feel • Learn how to persevere when we find things difficult • Identify our own strengths as learners • Recognise who we work well with, and who we struggle to work with • Learn how to work well in a group and be able to identify why	**Relationships (T5)** In PSHE, we will: • Identify the different members of our families and understand our relationship with each of them • Identify why sharing and cooperation is important • Recognise that everyone's family is different • Understand that there are acceptable and non-acceptable types of touch within a family

	• Understand how following a learning charter will help us to learn • Learn how to work cooperatively **Celebrating Difference (T2)** In PSHE, we will: • Discuss assumptions and stereotypes about boys and girls • Understand ways boys and girls are similar and different • Understand that bullying can be rooted in difference • Identify how someone who is being bullied may feel • Recognise right and wrong, and understand how and when to stand up for ourselves • Recognise that it is ok to be different from others and that we shouldn't judge others for being different • Identify ways we are different from our friends	• Learn how to share our successes with other people **Healthy Me (T4)** In PSHE, we will: • Identify how to keep our bodies healthy • Understand what relaxed means and identify things that help us to relax • Understand how medicines work and identify how to use them safely • Recognise which group different foods belong to and which ones we need to be healthy • Identify which foods we enjoy most • Make healthy snacks and understand why they are healthy • Discuss how it feels to share healthy food with our friends • Identify which foods give our bodies energy and nutrition	• Identify which types of touch we like and don't like • Identify some causes of conflict with our friends • Demonstrate the positive problem-solving technique to resolve conflicts • Understand that sometimes it is good to keep a secret and sometimes it is not • Discuss how it feels to keep a secret and identify who to talk to if we feel worried • Recognise and appreciate people who help our families, school and community • Identify how trust feels • Express appreciation for people in our special relationships and learn how to accept appreciation from others **Changing Me (T6)** In PSHE, we will: • Recognise life cycles in nature • Understand that some changes are outside our control and discuss how we feel about this • Understand the process of growing from young to old and that this is out of our control • Identify people we respect who are older than us • Recognise how our bodies have changed since we were babies • Recognise the physical differences between boys and girls, using the correct names for private body parts • Recognise that some parts of our bodies are private • Discuss what we like and dislike about being a boy/girl • Understand that there are different types of touch and identify which we like and dislike • Identify what we are looking forward to when we move to our new class

			• Discuss what changes we will make next year and how we can achieve them
Music *Charanga*	**Hands, feet, heart (T1)** **Ho Ho Ho (T2)**	**I want to play in a band (T3)** **Zootime (T4)**	**Friendship song (T5)** **Reflect, rewind and replay (T6)**
PE	**Real PE (Personal) FUNS & Gymnastics (T1)** **Real PE (Cognitive) FUNS & Dance (T2)**	**Real PE (Creative) FUNS & Tri-Golf (T3)** **Real PE (Creative) FUNS & Yoga (T4)**	**Real PE (Physical) FUNS & Gymnastics (T5)** **Real PE (Health & Fitness) FUNS & Athletics (multi-skills) (T6)**