



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	GFOL creative partner – T1	Bristol Zoo/Cotswold Wildlife Park – T4	Local Mosque – T6
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 Look Up Term 6 The Proudest Blue
Art & Design	Silhouette Art – Great Fire of London (T1) As an artist, we will: <ul style="list-style-type: none"> Look at examples of silhouette art that utilises different materials including paint and paper cuttings/materials Explore what a silhouette is, how these are formed and the effect Create a landscape of the GFOL using paint to create the fire and paper/card cut to shape to create the silhouette Explore colour mixing using paint mixing Explore the effect of using different brush sizes Work on different scales to create a foreground and background to our work Create a silhouette art piece using a range of materials Evaluate our own work and the work of others 	Drawing & Sketching: sketch animals using lines and patterns to create texture to create fur and scales (T3) As an artist we will: <ul style="list-style-type: none"> Look at examples of sketches of animals by artists – look at pattern and texture. Discuss the use of shadows, use light and dark. Sketch to make quick recordings. Use pencils to create texture to create fur and scales. Sketch a forest animal linking to Little Red. 	Painting & Craft materials: Rangoli patterns based on Andy Goldsworthy (T6) As an artist, we will: <ul style="list-style-type: none"> Look at examples of Rangoli patterns and learn about the work of Andy Goldsworthy, sharing my opinions on the artwork Create a Rangoli pattern inspired by AG using natural materials (e.g. stone/leaves) Create a Rangoli pattern inspired by AG using pastels or paint Evaluate our own work and the work of others

<p>Design Technology</p> <p><i>Lesson sequence:</i></p> <ol style="list-style-type: none"> 1. Background research 2. Design criteria 3. Planning 4. Making 5. Making 6. Evaluation <p><i>Links to Design and Technology Guidance – use unit plans to inform MTP</i></p>	<p>Mechanisms – Making a moving dragon (pivots, levers & linkages) (T2)</p> <p>As designers and engineers, we will:</p> <ul style="list-style-type: none"> • Understand what a mechanism is. • Understand the design criteria of a product. • Understand what an ‘input’ and an ‘output’ is. • To understand the different parts that make up a mechanism. • To use pivots, levers and linkages. • To evaluate my product based on the success criteria. 	<p>Freestanding structures: Hospital bed (link to FN and Crimea) (T4)</p> <p>As designers and engineers, we will:</p> <ul style="list-style-type: none"> • Understand what a product is and the audience it is aimed at. • Understand what a structure is. • Understand what man-made and natural objects are. • Understand what weak, strong and stiff products are and how to design and make one. • To understand the function of a bed. • To understand why it is important to test a product. • To design and create a free-standing hospital bed. 	<p>Farm to Food – Balanced diet (T5) <i>Link to science T4</i></p> <p>As nutritionists, we will:</p> <ul style="list-style-type: none"> • Understand where food comes from • Identify the main food groups, including fruit and vegetables • Measure and weigh food items using standard and non-standard measures • Explain how to keep safe during a practical activity • Begin to understand food hygiene • Select appropriate cutting tools. <ul style="list-style-type: none"> • Plan, make and evaluate my product
<p>History</p>	<p>Events beyond living memory: The Great Fire of London (T1)</p> <p>As historians, we will:</p> <ul style="list-style-type: none"> • Use sources and combine information to work out why the Great Fire started • Sequence the events of the Great Fire chronologically • Identify explain the contributing factors for the Great Fire • Identify limitations and actions of people involved to generate reasonable arguments for who was responsible for the Great Fire • Think about the problems people faced in the aftermath of the fire, including solutions the government came up with • Consolidate understanding of the Great Fire by considering the importance of fire safety when rebuilding London <p>https://www.keystagehistory.co.uk/Resources/P1-2r15a.pdf</p> <p>Castles, Dragons and Knights (T2)</p>	<p>Lives of significant individuals: Mary Seacole and Florence Nightingale (T4)</p> <p>As historians, we will:</p> <ul style="list-style-type: none"> • Sequence the key events of Nightingale’s life on a timeline • Explore the conditions of a hospital in Nightingale’s time • Find out how Nightingale helped soldiers in Crimea and understand the changes that she made • Find out about the work of Mary Seacole • Make contrasts between Mary Seacole and Nightingale • Make contrasts between past and modern day hospitals and know how these individuals contributed to developments • Use secondary sources of information <p>Take key elements from both plans to cover above objectives:</p> <p>https://www.keystagehistory.co.uk/Resources/P1-2r22.pdf (Mary Seacole)</p> <p>https://www.keystagehistory.co.uk/Resources/P1-2r8.pdf (Florence Nightingale)</p>	<p>Exploration (T5)</p> <p>As historians, we will:</p> <ul style="list-style-type: none"> • Consider the type of evidence available to study the Moon Landing of 1969, understanding why some people may be sceptical • Identify characteristics of an astronaut with a focus on Neil Armstrong and what motivated him to become an astronaut • Compare the ‘firsts’ of other significant astronauts that travelled to space. (May Jemison) • Sequence the events of the Moon Landing, identifying the complications and hazards the astronauts and NASA faced • Use sources of evidence to prove historians statements and build up an image what took place on the moon’s surface • Generate arguments for and against further moon travel with links to the past • List possible ways to commemorate the Moon Landing achievement or achievement of famous astronauts

	<p>As historians, we will:</p> <ul style="list-style-type: none"> • Name the parts of a castle using key vocabulary and know what each part was for (defence) • Show how castles have changed over time on a timeline • Explore what life was like in a Medieval Castle (people who live in the castle ie. rich) • Explore what life was like in a Medieval Castle (people who work in the castle ie poor) • Learn about Windsor Castle/Warwick Castle, who lives there and why • Recount the story of George & The Dragon and explain how a castle would act as a form of defence <p>For ideas (needs tweaking for GHS) https://www.keystagehistory.co.uk/Resources/P1-2r4.pdf</p>		<p>https://www.keystagehistory.co.uk/Resources/P1-2r17.pdf</p>
<p>Geography</p>	<p><i>No geography this term – taught in Spring and Summer terms</i></p>	<p>My habitat – a small localised study (school grounds & surrounding environment) – human and physical features (T3)</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Name and locate the four countries of the UK and their capital cities • Learn and compare geographical human and physical features using aerial photographs • Go on a walk of the school grounds and identify physical and human features • Learn compass directions and practise using these to identify NSEW (use school grounds) • Use a map of the school grounds to orientate/navigate • Draw a basic map using simple symbols and a key of the school grounds • Go on a walk of the local area (GH High Street/Park) and identify key buildings and geographical features 	<p>Non-European study – India (T6)</p> <p>As geographers, we will:</p> <ul style="list-style-type: none"> • Name and locate the seven continents and five oceans • Locate India on a world map and in relation to the equator & oceans • Learn about the physical and human features of India (jungle and city) • Compare and contrast similarities and differences of human and physical features of the local environment and India • Learn about the River Ganges/Ganga and plot on a map of India • Explore how the River Ganges is used by Indians for travel and food <p>Outcomes could include:</p> <ul style="list-style-type: none"> ➤ Exploring the life of a Indian resident and recount through a diary (e.g. housing, food, job, transport)

<p>Science</p> <p>Working Scientifically MUST be taught using the Science Skills document.</p> <p>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.</p>	<p>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)</p> <p>Use of everyday materials: Materials Matter (T1)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> 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) <p>Use of everyday materials: Changing shape (T2)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>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)</p> <p>Living things and their habitats (T3)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> 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 Know what a simple food chain looks like and how it works, constructing our own food chain <p>Animals, including humans (T4)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> 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) 	<p>Working Scientifically Revisit skills from previous terms and begin to use with greater independence. Use skills (as appropriate) to perform simple tests</p> <p>Plants (T5)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> 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 describe 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 <p>Famous scientists, their findings and impact – David Attenborough & Greta Thunberg (T6)</p> <p>As scientists, we will:</p> <ul style="list-style-type: none"> Find out about the life, work and impact of the environmentalists, David Attenborough and Greta Thunberg
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Computing	<p>Online Safety: Self-image and Identity (T1)</p> <ul style="list-style-type: none"> • 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. <p>Online Relationships (T1)</p> <ul style="list-style-type: none"> • 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). • 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 <p>Online Reputation (T2)</p>	<p>Online Safety: Online Bullying: (T3)</p> <ul style="list-style-type: none"> • 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. <p>Managing Online Information (T4)</p> <ul style="list-style-type: none"> • 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 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. <p>Creating Media – Making Music (T3)</p> <ul style="list-style-type: none"> • 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 <p>Data and Information – Pictograms (T4)</p> <ul style="list-style-type: none"> • To recognise that we can count and compare objects using tally charts 	<p>Online Safety: Health, Well-being and Lifestyle (T5)</p> <ul style="list-style-type: none"> • 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 <p>Privacy and Security (T6)</p> <ul style="list-style-type: none"> • 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' • 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). <p>Copyright and Ownership (T6)</p> <ul style="list-style-type: none"> • Recognise that content on the internet may belong to other people. • Describe why other people's work belongs to them <p>Programming A – Robot Algorithms (T5)</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 (series of commands) • To explain that programming projects can have code and artwork • To design an algorithm

	<ul style="list-style-type: none"> • 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. <p>Computing Systems and Networks- IT Around Us (T1)</p> <ul style="list-style-type: none"> • To recognise the uses and features of information technology • To identify information technology in the home • To identify information technology beyond school • 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 <p>Creating Media – Digital Photography (T2)</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • To create and debug a program that I have written <p>Programming B – Programming Quizzes (T6)</p> <ul style="list-style-type: none"> • 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
<p>Religious Education</p> <p><i>Discovery RE</i></p>	<p>Christianity – What did Jesus teach? (T1) Is it possible to be kind to everybody all of the time?</p> <p>Christianity – Christmas: Jesus as a gift from God (T2) Why did God give Jesus to the world?</p>	<p>Judaism – Passover (T3) How important is it for Jewish people to do what God asks them to do?</p> <p>Christianity – Easter: Resurrection (T4) How important is it to Christians that Jesus came back to life after His crucifixion?</p>	<p>Islam – Community and belonging (T5) Does going to mosque give Muslims a better sense of belonging?</p> <p>Islam - Hajj (T6) Does completing Hajj make a person a better Muslim?</p>
<p>PSHE</p>	<p>Being Me in My World (T1) In PSHE, we will:</p>	<p>Dreams and Goals (T3) In PSHE, we will:</p>	<p>Relationships (T5) In PSHE, we will:</p>

<p><i>Jigsaw</i></p>	<ul style="list-style-type: none"> • 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 • Understand how following a learning charter will help us to learn • Learn how to work cooperatively <p>Celebrating Difference (T2) In PSHE, we will:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Learn how to share our successes with other people <p>Healthy Me (T4) In PSHE, we will:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • 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 <p>Changing Me (T6) In PSHE, we will:</p> <ul style="list-style-type: none"> • 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
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Music <i>Charanga</i>	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)