

Year 2 Long Term Plan 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Question	Why would a dinosaur not make a good pet?	How did people like Florence Nightingale help to make the world a better place?	Can I design and make a school for the 3 Little Pigs?	Where would you prefer to live, England or Kenya?	How will 5 a day help me to be healthy? How can we grow our own salad?	Why did the Titanic sink? Why do we like to live beside the seaside?
Hooks and Trips/end outcome	Dinosaur egg and clues Dinosaur video of dinosaur in the classroom Dinosaur World in Torquay	Come dressed as a Victorian for a Victorian day Visit from a modern-day nurse and someone playing role as Florence – including taking on the role of a nurse on our teddies	Set up the classroom as a crime scene Recycling team	African artefacts, clothes, music - guest speaker of someone who used to live in Kenya. Food from Fatou	Science investigation – planting & growing Local Farm (Abbrook) Salad tasting	Floating and sinking, science and DT day to start the topic Year 2 camp Beach trip
English	Could a penguin ride a bike? – Own version based around dinosaur facts	Amelia Earhart Book Focus – Florence Nightingale Biography How to Catch Santa – Leading into next topic for How to Catch the Big Bad Wolf	How to Catch Santa – Finishing How to Catch the Big Bad Wolf 3 Little Pigs – Creating own version with a new ending	Fatou Fetch the Water – Own version This is how we do it – Creating own information text for a child in England and Kenya	The Disgusting Sandwich Grow Your Own Lettuce – Own set of instructions for making a potato salad	Titanic research, fact finding and info writing Mrs Armitage & the Big wave
Maths	See separate White Rose/SATs overview <u>Maths investigations:</u> How many Jelly Beans? By Andrea Menotti, Bean Thirteen by Matthew McEllicott and One is a snail Ten is a crab by April Pulley Sayre and Jeff Sayre Cross Curricular Maths:					
			Statistics – materials around the school and at home – tallys, block graphs		Statistics – favourite salad items - tallys, block graphs	
Guided Reading	Specific to own schools					
Science	Autumn 1: <u>Living things and their habitats</u> <ul style="list-style-type: none"> Explore and compare the difference between things that are living, 	Autumn 2: <u>Discrete Science:</u> Explorify Scientific Enquiry skills	Spring 1: <u>Materials:</u> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, 	Spring 2: <u>Discrete Science:</u> Explorify	Summer 1: <u>Plants:</u> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. 	Summer 2: <u>Discrete Science:</u> Explorify Scientific Enquiry skills

	<p>dead and things that have never been alive.</p> <ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants. Identify and name a variety of plants and animals in their habitats including micro habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food. <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Notice that animals including humans have offspring which grow into adults 		<p>brick, rock, paper and cardboard for particular uses.</p> <ul style="list-style-type: none"> Find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>Scientific Enquiry skills</p>	<ul style="list-style-type: none"> Find out why plants need water, light and a suitable temperature to grow and stay healthy <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Find out about the basic needs of animals including humans for survival (water, food and air) Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. 	
<p>Geography</p>				<p>Spring 2:</p> <p><u>Location Knowledge:</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas. <p>Place knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non- 		<p>Summer 2:</p> <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

				European country					
History		<p>Autumn 2:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 	Spring 1:			<p>Summer 2:</p> <p>Events beyond living memory that are significant nationally or globally.</p>			
Art	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 								
Art	<p>Autumn 1: <u>Colour Mixing</u> Create a dinosaur sunset landscape through mixing primary colours to make secondary colours and using black and white to find tones and shades.</p>	<p>Autumn 2: <u>Drawing</u> Explore the work of Paul Klee to create an abstract portrait of Florence Nightingale, incorporating hot and cold colours.</p>	Spring 1:	<p>Spring 2: African patterns – regular and irregular to link into African mask creations – DT project</p>	<p>Summer 1: <u>Drawing</u> Observational drawings of fruit/plants Arcimboldo inspired fruit faces - watercolours</p>	<p>Summer 2: Seaside collages</p>			
DT	<p>Autumn 1: Make a moving dinosaur.</p>	<p>Autumn 2: Create a Florence Nightingale inspired lamp.</p>	<p>Spring 1: Design and make the pigs houses choosing from a range of materials -science fair test. <u>Sewing</u> 3 little pigs hand puppet – running stitch.</p>	<p>Spring 2: (Linked to Art) - Design and make an African mask.</p>	<p>Summer 1: <u>Food tech:</u> Using the salad items grown, create a potato salad.</p>	<p>Summer 2: Design and make a working mechanism for the lighthouse keeper's lunch.</p>			
Music	Charanga: Hands, feet, heart	Charanga: Ho, Ho, Ho Christmas production songs	Charanga: I wanna play in a band	Charanga: Zoo time African music African drums	Charanga: Friendship song	Charanga: Reflect, rewind, replay			
Computing	Unit 2.2 Online Safety	Unit 2.4 – Questioning	Unit 2.5 – Effective Searching	Unit 2.1 - Coding	Unit 2.5 - Making Music	Unit 2.8 – Presenting Ideas	Unit 2.3 - Spreadsheets	Unit 2.8 - Creating Pictures	Optional Touch typing

