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	Sandwich Grow Your Own Lettuce – Own set of	Titanic research, fact finding and info writing Mrs Armitage & the Big wave	
Maths		ite Rose/SATs overview low many Jelly Beans? By Andre Vlaths:	A Menotti, Bean Thirteen by N Statistics – materials around the school and at home – tallys, block graphs	Natthew McEllicott and One	is a snail Ten is a crab by A Statistics – favourite salad items - tallys, block graphs	April Pulley Sayre and	
Guided Reading	Specific to own schools						
Science	Autumn 1: Living things and thein <u>habitats</u> • Explore and compare the difference between things that are living,	Explorify	Spring 1: <u>Materials:</u> Identify and compare the suitability of a variety of everyday materials including wood metal, plastic, glass,	Spring 2: Discrete Science: Explorify d,	Summer 1: Plants: Observe and describe how seeds and bulbs grow into mature plants.	Summer 2: Discrete Science: Explorify Scientific Enquiry skills	

	 dead and things that have n ever been alive. 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. Animals including humans including humans have offspring which grow into adults 	 brick, rock, paper and cardboard for particular uses. Find out how the shapeof sol id objects made from some materials can be changed by squashing, bendi ng, twisting and stretching 	Scientific Enquiry skills	 Find out why plants need water, light and a suitable temperat- ure to grow and stay healthy <u>Animals including humans</u> Find out about the basic needs of animals inclu ding humans for survival (water, fo od and air) Describe the importan- ce for humans of exercise, eating the rig ht amount of different t ypes of food, andhygien e. 	
Geography			 Spring 2: Location Name and loc ate the world' s seven cont inents and fi ve oceans. Name, locate and identify chara cteristics of the four c ountries an d capital citie s of the UK and surrounding areas. Place knowledge: Understand g eographical si milarities and differences th rough studyin g thehuman a nd physical geography of a small area of the UK and of a small area in a contrasting non- 		Summer 2: Geographical skills and fieldwork: • Use aerial photog raphs and plan perspec tives to recognise landma rks and basic hu man and physical feature;devise si mple map; and u se andconstruct basic symbols in a key • Use simple fieldw ork and observati onal skills to stu dy the geography of their school a nd its grounds a nd the key hu man and physical fea tures of its surrounding en vironment.

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History			Autumn 2	Spring	. 1.		ountry			Summor 3	
History			Autumn 2: Changes within li	Spring	<u>, 1:</u>					Summer 2:	
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			ere appropriate,						E	Events beyond	
			these should be						li	iving memory	
			used to reveal asp							hat are	
			ects of change in						-	ignificant	
		r	national life.							-	
			Гhe							nationally or	
			ives of significant						g	globally.	
			ndividuals in								
			he past who ha								
			ve contributedto								
			national and international								
			achievements. So								
			me should be use								
		t	o compare aspect								
		9	s of life in								
			different periods.								
Art	Pupils should be taught:										
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	 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 										
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R.E	Who is a Muslim and how do they live? Part 1	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? Part 2	Why does Easter matter to Christians?	What is the good news Christians believe Jesus brings?	What makes some places sacred to believers?
PSHE (New Jigsaw)	Being me in my world: Who am I and how do I fit?	Celebrating Difference: Respect for similarity & difference. Anti-bullying. Being unique	Dreams and Goals Aspirations, goals, emotions	Healthy Me Being healthy & keeping safe	Relationships Building positive, healthy relationships	Changing Me Coping positively with change SRE
PE	Achieve for All	Achieve for All	Achieve for All	Achieve for All	Achieve for All	Achieve for All