

Year 2 Long Term Plan 2021-2022

	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 8 weeks
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?	What is our school made of? (3 pigs)	Where would you prefer to live, England or Africa?	How will 5 a day help me to be healthy? How can we grow our own salad?	Why did the Titanic sink?
Hooks and Trips/end outcome	Dino egg to be found in classroom and clues	Come dressed as a Victorian for a Victorian day Visit from a modern-day nurse and someone playing role as Florence	Set up the classroom as a crime scene	African artefacts, clothes, music. Guest speaker (African visitor)	Salad tasting (Kingsteignton)	Floating and sinking, science and DT day to start the topic (lots of junk materials needed)
English	Dinosaur Character Description Miss Poster Could a Penguin Ride a bike? Assessment	Amelia Earhart Biography Writing Assessment	Character Description of Wolf 3 Little Pigs Story Writing	Fatou Fetch the Water Africa Leaflet Assessment	The Disgusting Sandwich Instructions for making a salad Assessment	Titanic research, fact finding and info writing. Mrs Armitage & the Big wave
Maths	<p>See separate White Rose/SATs overview <u>Maths investigation</u> Autumn 2: How many Jelly Beans? By Andrea Menotti Spring 2: Bean Thirteen By Matthew McEllicott Summer: One is a snail Ten is a crab By April Pulley Sayre and Jeff Sayre</p> <p>Cross Curricular Maths:</p>					
	Measuring dinosaur footprints/eggs			Temperature Statistics	Statistics: Tallys, block graphs	
Guided Reading	Specific to own schools					
Science	<p>Autumn 1: Living things and their habitats Explore and Compare the difference between things that are Living, dead and things that have never been alive.</p>	<p>Autumn 2 Discrete Science: Explorify Scientific Enquiry skills</p>	<p>Spring 1: Materials: Identify and Compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock,</p>	<p>Spring 2: Discrete Science: Temperature Statistics Explorify</p>	<p>Summer 1: Plants: Observe and describe how seeds and bulbs grow into mature plants. Find out why plants need water, light and a suitable temperature to</p>	<p>Summer 2: Discrete Science: Floating & sinking Explorify Scientific Enquiry skills</p>

	<p>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 and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their Habitats including micro habitats.</p> <p>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> <p><u>Animals including humans</u></p> <p>Notice that animals including humans have offspring which grow into adults</p>		<p>paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Scientific Enquiry skills</p>	<p>grow and stay healthy</p> <p><u>Animals including humans</u></p> <p>Find out about the basic needs of animals including humans for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p>	
<p>Geography</p>			<p>Spring 1 The 3 Pigs:</p> <p>Location Knowledge: 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> <p>Place knowledge understand geographical similarities and</p>			<p>Summer 2: Geographical skills and fieldwork</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple map; and use and construct</p>

			<p>differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</p> <p>Geographical skills and fieldwork</p> <p>Use world maps, Atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>devise a simple map; and use and construct basic symbols in a key.</p>			<p>basic symbols in a key.</p> <p>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.</p>
History		<p>Autumn 2:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>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.</p>	<p>Spring 1:</p> <p>Significant historical events, people and places in their own locality.</p>			<p>Summer 2:</p> <p>Events beyond living memory that are significant nationally or globally.</p>

Art	Pupils should be taught: <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	Autumn 1: Primary and secondary colours Tones (adding black and white to make colours darker and lighter) Dinosaur Sunsets		Autumn 2: Experiment with a range of drawing pencils to explore tones, shades, lines, texture etc. Hot and cold colours Portraits inspired by Paul Klee		Spring 1:		Spring 2: African patters – regular and irregular		Summer 1 Observational drawings of fruit/plants Arcimboldo – fruit faces		Summer 2: Seaside collages/clay plaques
DT	Autumn 1: Make a moving dinosaur		Autumn 2: Design and make a Florence Nightingale Lantern		Spring 1: Design and make the pigs houses choosing from a range of materials-science fair test Textiles – Hand Puppets		Spring 2: African Masks		Summer 1: Food tech: Fruit salad, grow and eat own salad, fruit palm trees.		Summer 2: Design and make a lighthouse? Titanic models
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 Music Food Fest BBC teach
Computing	Unit 2.2. Online Safety	Unit 2.4 Questioning	Unit 2.5 Effective Searching	Unit 2.1 Coding	Unit 2.7 Making Music	Unit 2.8 Presenting Ideas	Unit 2.3 Spreadsheets	Unit 2.6 Creating Pictures	Optional Unit 3.9 Presenting with Google Slides		
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 (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 4 All	Achieve 4 All	Achieve 4 All	Achieve 4 All	Achieve 4 All	Achieve 4 All