## A red and white logo Description automatically generated CEDAR CLASS (Y2) - Long Term Curriculum Plans

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|  | **Autumn** | | **Spring** | | **Summer** | |
| English | **Poster**  **Character description**  **Diary**  **Letter**  **Information Text**  **Narrative** | **Traditional Tales with a Twist**  **Instructions** | **Stories by the Same Author**  **Non-chronological Reports** | **Stories with Familiar Settings**  **Persuasion**  **Riddles** | **Animal Adventure Stories**  **Recount – Letters**  **Classic Poems** | **Story as a Theme**  **Explanations**  **Poems on a Theme** |
| Key Texts | **The Way Home for Wolf** | **The True Story of the Three Little Pigs**  **Prince Cinders**  **Jack and the Baked Beanstalk** | **Bob: Man on the Moon**  **Dougal the Deep Sea Diver** | **Mudpuddle Farm** | **The Wind in the Willows**  **The Owl and the Pussycat**  **Duck’s Ditty** | **The Pirates Next Door**  **The Lighthouse Keeper Stories** |
| Mathematics | **Place Value**  **Addition and Subtraction**  **Shape** | | **Money**  **Multiplication and Division**  **Length and Height**  **Mass, Capacity and Temperature** | | **Fractions**  **Time**  **Statistics**  **Position and Direction** | |
| Science | HUMAN HEALTH inc survival needs, growth and keeping healthy  -To find out about and describe the basic needs of humans (water, food, air)  -To recognise growth  - Animals, inc humans, have offspring which grow into adults.  -To describe the importance for humans to *exercise,* eat the right amount of different types of *food* and *hygiene.* | SEASONS- migration, adaptation and hibernation.  -describe the features of Autumn.  -identify animals that hibernate and why they do this.  -identify animals / birds that migrate and why they do this.  -identify animals that adapt and why they do this. | USES OF EVERYDAY MATERIALS  - Can distinguish between an object and the material.  -Understand that an object can be made of different materials.  -A material can be suitable for different purposes e.g. wood, plastic, glass  (Can name an object, say what material it is made from, identify its properties and make a link between the properties and a particular use.)  -To find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | PLANTS – growth and habitats  -To observe and describe how bulbs grow and mature into plants.  -To observe and describe how seeds grow and mature into plants.  -To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Understand the impact of changing these.  - identify and name plants in their habitat inc micro-habitats  - understand that habitats provide the basic needs for plants (shelter, food, water)  SEASONS – understand how a biological clock works and what signals a hibernating animal to wake. | LIVING THINGS AND THEIR HABITATS  -To explore and investigate the differences between things that are living, dead and have never been alive.  -To name a variety of plants and animals in their habitats, inc microhabitats.  - understand that habitats provide the basic needs for plants and animals.  -To describe how animals obtain their food from plants and other animals using the idea of a simple food chain.  - name sources of food. | ANIMAL SURVIVAL AND GROWTH  -to recognise growth.  - In humans and some animals, these offspring will be *young*, such as babies or kittens which grow into adults.  In other animals, such as chickens or insects, there may be *eggs* laid that hatch to young or other stages which then grow to adults.  *The young of some animals do not look like their parents* eg tadpoles.  -simple life cycles |
| History |  | Local history – the history of our school, compare old (Victorian) and new housing (bath-time/ cooking etc.) | **Significant People: Neil Armstrong, Matthew Henson, Felicity Aston and other explorers/space pioneers.** |  |  | Seaside today and in the past |
| Geography | The locality of Kirkham |  |  | **Exploring a small area in a contrasting non-European country –** Malindi, Kenya | **Wind, Rain or Shine: seasonal and daily weather.** |  |
| Computing | **Online Safety and Effective Searching: Staying safe online, searching, sharing and communicating. (Unit 2.2 & 2.5)** | **Coding: Creating and using simple algorithms. (Unit 2.1)** | **Spreadsheets: Enter data into a table and create a chart. (Unit 2.3)** | **Questioning: Using and creating databases. (Unit 2.4)** | **Multimedia: Creating pictures, making music. (Unit 2.6 & 2.7)** | **Presenting Ideas: Researching and presenting in different ways. (Unit 2.8)** |
| Art | Figure drawing with proportions using wooden figures developed into a newspaper/foil creation. Look at the work of Keith Haring. | **The Place Where I Live**  Drawings and painting  of local area developed into printmaking.  Look at the work of Harry Bertoia. |  |  |  | **Seaside Art**  Collage using papers, fabric materials, drift wood.  Make small individual collages and a large group one. Study work of Serena Hall. |
| D&T |  |  | Focus: Mechanisms- wheels and axles  Product: To design and make a moon buggy.  Skills- measuring, sawing, gluing, fixing 3D materials  Evaluation of existing product (EEP):  Do different materials make better/stronger/more reliable systems. | Focus: Food: Eatwell Plate  Product: To design and make a rainbow salad.  Skills- joining and combining ingredients; cutting, peeling, chopping (including more unusual ingredients.)  Evaluation of existing product (EEP):  Which combination of ingredients worked well and looked appealing? | Focus: Textiles  Product: To design and make a bag with a Wind in the Willows theme.  Skills- use a pattern to create the bag and attach with running stitch. Investigate ways to design the exterior of the bag so it looks appealing.  Evaluation of existing product (EEP):  How can we improve how the bag is made? Is it fit for purpose? |  |
| Music | **Hands, Feet, Heart**  (Afropop, South African)  South African music | **Ho, Ho, Ho**  (A song with rapping and improvising)  Festivals and Christmas | **I Wanna Play in a Band**  (Rock)  Playing together in a band | **Zootime**  (Reggae)  Reggae and animals | **Friendship song**  (Pop)  A song about being friends | **Reflect, Rewind & Replay**  (Classical)  The history of music, look back and consolidate your learning, learn some of the language of music |
| PE | KS1 – Y2 FMS  Bounce Ball  Y2 Dance  Moving Along | KS1 – Y2 FMS  Playground Games in the 20th Century  Y2 Gymnastics Activities 1 | KS1 – Y2 Dance Explorers  Y2 Games  Net and Wall | Y2 Games  Piggy in the Middle  Y2 Games  Striking and Fielding | KS1 – Y2 Dance  Wind in the Willows  KS1 – Y2 Athletics | Y2 FMS  End of KS1 Assessment  Y2 OAA  The Great Outdoors |
| RE | **Christianity (God)**  Does how we treat the world matter?   * Creation * Care for the planet * Harvest | **Christianity (Jesus)**  Why do Christians say that Jesus is the ‘light of the world’?   * Jesus as the light of the world * Symbolism of light * Advent & Christmas | **Hindu Dharma**  How might people show their devotion?   * Devotion * Worship at home and temple | **Islam**  Why do Muslims believe it is important to obey God?   * Submission and gratitude * Prayer | **Christianity (Church)**  What unites Christian Communities?   * Worship * The church * Use of symbols | **Judaism**  What aspects of life really matter?   * Moses * Ten Commandments * The Sabbath |
| PSHE | **How do we look after our bodies?** | What makes a good friend? | **What jobs do people do?** | What special relationships do we have? | **How do we keep safe?** | **Our Amazing Bodies** |
| French | I am learning French | | Animals | | **Revision of Year 2 topics** | |
| Visits/ Visitors  (subject to change) | **Fire Brigade Visit – PSHE** | **Judges’ Lodgings and Cottage Museum – History**  **Visit Methodist Church, Kirkham**  **Local Walk - Geography and History** |  |  | **St Michael’s Church, Kirkham**  **Road Safety - PSHE** | **Seaside – History and PSHE - RNLI Blackpool, beach and Showtown Museum**  **Forest School** |