



# Meadowbank Primary School

## Long Term Planning 2022 - 2023



| Year 2                                 | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|--|--|--|---|---|---|--|
| <b>Big Question</b>                    | Is there more of our world to discover?                                  | How can we share our culture through celebration?                                      | How has our country changed?  | How do animals thrive and survive?  | What is the world's greatest invention?   | How do we travel the oceans?   |
| <b>Lit Genres</b>                      | Setting description<br>Narrative - story<br>Letters/postcard             | Poetry<br>Invitation<br>Instructions   | Diary<br>Fact file<br>Recount   | Non chronological report<br>Riddles<br>Instructions                               | Narrative<br>Fact file  | Non chronological report<br>Story<br>Recount   |
| <b>Book Study</b>                      | The Great Explorer<br>Explorers<br>Great Adventurers<br>Meerkat Mail     | What do we celebrate?<br>Celebrations around the world<br>Exploring the world of food. | Toby and the great fire of London<br>You wouldn't want to be in the Great fire of London<br>The Queen's handbag | Big book of blue<br>Big book of beasts<br>Big book of birds<br>Big book of blooms | Rosie Revere Engineer<br>Ada Twist Scientist<br>Iggy Peck Architect<br>Houses of the world<br>If you lived here | You wouldn't want to sail on the Titanic!<br>If you were a kid aboard the Titanic.<br>The story of Titanic for children. |
| <b>Maths</b>                           | Place value  | Addition and Subtraction<br>Multiplication and Division<br>Geometry                    | Addition and Subtraction/<br>Multiplication and Division  | Fractions<br>Time   | Addition and Subtraction<br>Statistics<br>Position and Direction  | Multiplication and Division<br>Measurements  |
| <b>Number facts Rehearsal Sequence</b> | Bonds within 10  | Bonds within 20<br>Addition and subtraction  | Bonds within 20<br>Bridging and Not bridging  | Bonds within 100<br>Addition and subtraction                                      | Bonds within 100<br>Not bridging  | Bonds within 100<br>Bridging   |
| <b>Significant person</b>              | Captain Scott, Thor Heyerdahl, Christopher Columbus, Sacagawea           | Jesus<br>Muhammed  | Elizabeth I and II<br>Queen Victoria<br>Samuel Pepys  | Bear Grylls<br>Steve Backshall<br>David Attenborough                              | Scientist - Marie Curie<br>Engineer - Alexander Graham Bell<br>Architect - Gaudi                                | Thomas Andrews<br>Christopher Colombus   |
| <b>Science</b>                         | Animals including humans   | Plants   | Everyday materials  |   | Living things and their habitats  |  |
| <b>Faith in community</b>              | Rosh Hashanah 25-27/9<br>Sukkot 9-16/10<br>Black History Month (October) | Advent<br>Hanukkah 18-26/12<br>Diwali 24/10  | Burns Night 25/1  | Lent<br>Shrove Tuesday 21/2<br>Passover 5 -13/4                                   | Eid al Fitr - 21&22/4   | International friendship day 30/7<br>Eid al Adha - 28/6 - 2/7  |
| <b>RE</b>                              | 1.2 (BELIEVING) Who is a Jewish and what do they believe?                | 1.6 (EXPRESSING) How and why do we celebrate special and sacred times? Part 1 Jewish   | 1.2 (BELIEVING) Who is a Muslim and what do they believe?   | 1.6 (EXPRESSING) How and why do we celebrate                                      | 1.4 (BELIEVING) What can we learn from sacred books?  | 1.8 (LIVING) How should we care for others and the world   |



# Meadowbank Primary School

## Long Term Planning 2022 - 2023



|                          |   |  |  |  |  |  |
|--------------------------|---|--|--|--|--|--|
|                          |   |  |  | special and sacred times?<br>Part 2 Muslim   |  | and why does it matter?  |
| <b>Computing</b>         | <b>Information technology around us</b><br><br>Identifying IT and how its responsible use improves our world in school and beyond | <b>Pictograms</b><br><br>Collecting data in tally charts and using attributes to organise and present data on a computer     | <b>Robot algorithms</b><br>Creating and debugging programs, and using logical reasoning to make predictions.   | <b>Programming</b><br><br>Quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz                                     | <b>Digital photography</b><br>Capturing and changing digital photographs for different purposes  | <b>Making music</b><br><br>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.  |
| <b>Artist</b>            | Lady Kwali  | Pablo Picasso  | Henri Matisse  | Andy Warhol  | L.S. Lowry   | Joseph Turner  |
| <b>Art</b>               | Sculpture   | Painting <i>The Weeping Woman</i> (colour)   | Printing (Teeny)   | Printing (Marilyn Diptych)   | Drawing - cityscapes   | Painting <i>The Shipwreck</i> (texture)  |
| <b>Design &amp; Tech</b> | <b>Food</b><br><br>-Preparing Fruit and Vegetables<br>(including cooking and nutrition requirements for KS1)                      |  | <b>Structures</b><br><br>-Freestanding Structures  |  | <b>Mechanisms</b><br><br>-Wheels<br>-Axles   |  |
| <b>Geography</b>         | <b>Locational and Place Knowledge</b><br>Know the name and location of the world's seven continents and five oceans.              | <b>Map work skills</b><br>Use simple compass directions<br>Devise a simple map.<br>Use and construct basic symbols in a key. | <b>Locational and Place Knowledge</b><br>Know the name, location and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas. | <b>Human and physical geography</b><br>Use aerial photographs to recognise landmarks and basic human/physical features of the local area and countries/capital cities of the UK. | <b>Fieldwork</b><br>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. | <b>Locational and Place Knowledge</b><br>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. |
| <b>History</b>           | <b>Significant Individuals &amp; Changes in Living Memory</b> -<br>How has travel/exploration changed?                            | <b>Continuity and Change</b> -<br>How have traditions developed and changed or stayed the same over time?                    | <b>Events beyond Living Memory</b> - Did the Great Fire make London a better or worse place to live?   | <b>Chronology</b> - How have changes over time changed the animals we encounter today?   | <b>Changes in Living Memory</b> -<br>Technology/Keeping in Touch   | <b>Events beyond Living Memory</b> - What was so special about the Titanic?  |



# Meadowbank Primary School

## Long Term Planning 2022 - 2023



|                            |   |  |  |  |   |   |
|----------------------------|---|--|--|--|---|---|
| <b>Musician</b>            | Music is my soul<br>Hey friends<br>Hello  | Sparkle in the sun<br>Listen<br>The orchestra song   | Rainbows<br>Hands, feet, heart<br>All around the world   | Helping each other<br>The music man<br>Let's sing together   | I wanna play in a band<br>Music is all around<br>Saying sorry                             | The sunshine song<br>Four white horses<br>Down by the bay   |
| <b>Music</b>               | Charanga SOW<br><b>Exploring simple patterns</b><br>How does music help us to make friends? | Charanga SOW<br><b>Focus on dynamics and tempo</b><br>How does music teach us about the past?                            | Charanga SOW<br><b>Exploring feelings through music</b><br>How does music make the world a better place? | Charanga SOW<br><b>Inventing a musical story</b><br>How does music teach us about our neighbourhood? | Charanga SOW<br><b>Music that makes you dance</b><br>How does music make us happy?        | Charanga SOW<br><b>Exploring improvisation</b><br>How does music teach us about looking after our planet? |
| <b>Oracy</b>               | Exploring historical concepts<br>- Ask and answer questions to develop understanding.       | Christmas production -<br>Speak clearly to be heard and understood with some expression.<br><br>Be aware of an audience. | Timeline of Kings and Queens - Talk about events in sequence with supporting detail.                     | Big question links - Use specific vocabulary to express thoughts, imaginings and opinion.            | Big question links - Use specific vocabulary to express thoughts, imaginings and opinion. | Based on historical artefacts - Ask and answer questions to develop understanding.                        |
| <b>MFL</b>                 | Listen to welcomes in different languages.  | Look at French paintings and music (e.g. Monet and Debussy)  | Simple greetings<br>Days of the week   | Listen to and join in with French songs and rhymes.  | Begin to join in with dances from different cultures.                                     | Join in with French counting songs.   |
| <b>Games</b>               | Invasion  | Ball skills  | Fitness  | Net and wall   | Striking and fielding   | Athletics   |
| <b>Physical education</b>  | Fundamentals  | Team building  | Dance  | Gymnastics   | yoga  | Dance   |
| <b>Swimming</b>            | NA  | NA   | NA   | NA   | NA  | NA  |
| <b>Visit/Visitor</b>       | European Day of Languages   | Food workshop  | GFoL workshop  | Jewish Synagogue   | Cheadle fieldwork   | Careers Week  |
| <b>Parental Engagement</b> | Boot camp   | Christmas Performance  | Art Gallery  | Drop Everything And Read   | Architect challenge   | Peer Massage - well-being links   |