

Year 2 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Literacy	<p>Troll Swap</p> <p>Themes: Not fitting in, two characters swap lives to see if it makes them happier.</p>	<p>The Owl Who Was Afraid of the Dark</p> <p>Themes: Adventure, fears, dark</p>	<p>Dragon Machine</p> <p>Themes: Magic, imagination, dragons, machines, loneliness.</p>	<p>Major Glad, Major Dizzy</p> <p>Themes: Toy soldiers' journey through the 20th Century – milestones of British History. Based on true story of Victorian toys discovered under floorboards.</p>	<p>The Last Wolf</p> <p>Themes: Spin on Little Red Riding Hood fable. Conservation, extinction, endangered species, value of nature, making a difference. Link to Science-habitats and the environment</p>	<p>Grandad's Secret Giant</p> <p>Themes: Belonging, friendship, importance of tolerance and acceptance, doing good deeds.</p>	
	<p>Outcome: Fiction story with focus on characters.</p> <p>Greater Depth: Story about two independently invented contrasting characters who swap places.</p>	<p>Outcome: Non-Chronological report about owls.</p> <p>Greater Depth: Alter the layout to add ow# 4n subheadings and extra features.</p>	<p>Outcome: Fiction story with adventure focus.</p> <p>Greater Depth: Story written in the 1st person.</p>	<p>Outcome: Recount: diary entry from point of view of a toy.</p> <p>Greater Depth: Diary entry to include the feelings of the other character.</p>	<p>Outcome: Letter in role as the character, persuading to save the trees or endangered animals.</p> <p>Greater Depth: Real life letter to specific audience e.g. local MP.</p>	<p>Outcome: Fiction story with moral focus.</p> <p>Greater Depth: Story from the point of view of the giant.</p>	
	<p>Mastery Keys</p> <p>Plan or say out loud what is going to be written about.</p> <p>Use punctuation correctly – full stops, capital letters.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Use subordination (because) and co-ordination (and)</p>	<p>Mastery Keys</p> <p>Use coordination – but, or.</p> <p>Add -ly to turn adjectives in to adverbs.</p> <p>Write for different purposes.</p> <p>Use commas to separate items in a list.</p>	<p>Mastery Keys</p> <p>Write sentences with different forms: statement, question, exclamation, command.</p> <p>Use subordination (apply because, introduce when).</p> <p>Use present and past tenses consistently.</p> <p>Read aloud with intonation.</p> <p>Use punctuation correctly – exclamation marks, question marks.</p>	<p>Mastery Keys</p> <p>Use the progressive form of verbs in the present and past tense.</p> <p>Use present and past tenses correctly and consistently.</p> <p>Use subordination (apply because, when; introduce that)</p> <p>Write down ideas, key words, new vocabulary.</p> <p>Use punctuation correctly. Introduce apostrophe for the possessive (singular)</p>	<p>Mastery Keys</p> <p>Use subordination (if, that).</p> <p>Add -er and -est to adjectives.</p> <p>Use homophones and near homophones.</p> <p>Use punctuation correctly – apostrophes for contracted forms.</p>	<p>Mastery Keys</p> <p>Use present and past tenses correctly and consistently including the progressive form.</p> <p>Use subordination (using when, if, that or because) and co-ordination (using or, and, or but)</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Add suffixes to spell longer words e.g. -ment, -ful.</p>	
	<p>Missed NC Objectives not covered in Pathways to Write</p>						
	<p>Discussing favourite words and phrases, Build up a repertoire of poems learnt by heart including reciting some with appropriate intonation.</p>						
	<p>Poetry (To be completed during Assessment Week)</p> <p>Poem: The Owl and the Pussycat</p> <p>Outcome: To write the first 2 verses of a new poem based on The Owl and the Pussycat.</p> <p>Greater Depth: To write additional verses.</p> <p>Poetry Keys:</p> <p>Experiment with words e.g. alliteration, humour.</p> <p>Use adventurous word choices of nouns, adjectives and verbs to describe observations.</p> <p>Use structured language patterns, including simple repeating phrases.</p>	<p>Poetry (To be completed during Assessment Week)</p> <p>Poem: Night Sounds</p> <p>Outcome: To write a Night Sounds poem based on Berlie Doherty's version.</p> <p>Greater Depth: To write an extended poem including questions and answers to their own repetitive phrases.</p> <p>Poetry Keys:</p> <p>Use adventurous word choices of nouns, adjectives and verbs to describe observations.</p> <p>Use structured language patterns, including simple repeating phrases.</p>	<p>Poetry (To be completed during Assessment Week)</p> <p>Poem: Fox</p> <p>Outcome: Write a descriptive wildlife poem</p> <p>Greater Depth: Research own animal to write a descriptive wildlife poem with an environmental message</p> <p>Poetry Keys: Use adventurous word choices of nouns, adjectives and verbs to describe observations.</p> <p>Experiment with words e.g. alliteration, humour.</p>				
Mathematics	<p>Number: Place Value</p> <p>Read and write numbers to at least 100 in numerals and words.</p> <p>Recognise the place value of each digit in a two-digit number (tens and ones)</p> <p>Identify, represent and estimate numbers using different representations including the number line.</p> <p>Compare and order numbers from 0 up to 100. Use greater than, less than and equal signs.</p> <p>Use place value and number facts to solve problems.</p> <p>Count in steps of 2, 3 and 5 from 0, and in tens from any given number, forwards and backwards.</p> <p>Number: Addition and Subtraction</p> <p>Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens; two two-digit numbers; adding 3 one-digit numbers. Addition and subtraction crossing tens and by counting on or back to the nearest ten.</p> <p>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Solve addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Geometry: Properties of shapes</p> <p>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder and a triangle on a pyramid).</p> <p>Compare and sort common 2D and 3D shapes and everyday objects.</p>	<p>Number: Multiplication and Division</p> <p>Recall and use multiplication and division facts for the 2,5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Money</p> <p>Recognise and use symbols for pounds and pence. Add and subtract money.</p> <p>Make combinations of the same amount in different ways. Combine coins to make a given value.</p> <p>Solve problems involving money.</p> <p>Measurement: Length and Height</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (degrees Celsius); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using greater than/less than and equals symbols.</p> <p>Measurement: Mass, Capacity and Temperature.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (g/kg); temperature; capacity (ml/litres) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using greater than/less than and equals symbols.</p>	<p>Number: Fractions</p> <p>Recognise, find, name and write fractions (1/2, 1/3, ¼, 2/4 and 3/4 of a length, shape set of objects or quantity.</p> <p>Write simple fractions, for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.</p> <p>Measurement: Time</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.</p> <p>Compare and sequence intervals of time</p> <p>Statistics</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data</p> <p>Geometry: Position and Direction</p> <p>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p>				

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Geography/History	<p style="text-align: center;">Seaside</p> <p>Prior Learn -Recap on the four countries and the main seas of the UK. Use the infant atlases to locate seaside locations, e.g. Blackpool Beach, Llandudno Use map of the UK and seaside town template.</p> <p>Know the main differences between city, town and village Explain some of the advantages and disadvantages of living in a city or village Recap on the four countries and the main seas of the UK. Using a map locate seaside locations, e.g. Blackpool Beach, Southport Beach, Llandudno, Dorset: Pool harbour and Tenby. Focus on Blackpool and study it – link to key vocabulary: town, harbour, three beaches, sea, coastline. (Physical Features) Blackpool – identify landmarks within the town. (Human Features) Focus on Human and Physical features of Tenby (a seaside). Look at the advantages and disadvantages of living there compared the Village of Rainford. Post Learn - Leaflet to promote Blackpool as a seaside location English link - Create a brochure/ leaflet about a seaside in the UK.</p>	<p style="text-align: center;">The Famous Beatles!</p> <p>Prior Learn – Timeline of key people and events from Y1 and EYFS and locate Rainford on a local map / locate grandparents etc on timeline Place The Beatles on the timeline and discuss in relation to their life. Who are The Beatles and where are they from? Why are The Beatles iconic? (Research and present in groups) Listen to music produced by The Beatles. Listen to a specific song and unpick the meaning behind it. (Comprehension link— Penny Lane) Show pictures of Penny Lane then and now. Show the children photographs of different bands, e.g. The Beatles, Spice Girls, Take That, One Direction, Little Mix, and compare. Choose two songs (one from Little Mix to compare to the Beatles. What is alike? What is different? How did the Beatles put Liverpool on the map (TRIP) English link- A fact file/ biography about the famous Beatles. Trip – Beatles Museum Post learning - mindmap of Beatles history and locate Liverpool on a map</p>	<p style="text-align: center;">Europe</p> <p>Prior Learn – sing oceans and continents song – can children remember the names? Locate on world map together Name and locate the seven continents and five oceans. Use Google Earth as a stimulus. Focus on Europe and what countries are in it. Use Atlases to identify different countries. Share facts about some countries in Europe: Greece, Italy, France, Spain, Iceland. Children to produce mini fact finders and present them to each other. Collect more facts and information about each country, including animals, to create an exhibition for parents. Children will need time to put the exhibition together and practise sharing information. ‘Welcome to Europe!’ English link - Create a persuasive leaflet about Europe and why you should visit. Post Learn - Populate world map with continents, oceans, human and physical features of Europe</p>	<p style="text-align: center;">Great Fire of London</p> <p>Prior Learning – discussion around significant events already covered and name significant people – Florence Nightingale- refer to timeline. Place The Great Fire of London on timeline and discuss in relation to their life. How did people live in 1666? Look at the events of the Great Fire of London. Understand how we know about The Great Fire (Samuel Pepys diary). Understand significant individuals, dates, facts and places surrounding the Great Fire of London. Who was Thomas Farriner? What happened after the Great Fire? What happened as a result? English link - Recount of the Great Fire of London Diary entry as Samuel Pepys. Post Learn - complete timeline activity with significant events during GFOL, including key people</p>	<p style="text-align: center;">China</p> <p>Prior Learn – What is the largest country you know about? What is the smallest country you know about? What do you know about China? Locate China on a map- link to the continent Asia. Use Atlases and Globes. Understand what life is like for people in China. Draw a simple map. Compare China to the UK – look at similarities and differences. Compare schools in Beijing and our school. Focus on Physical and Human features of a small area. Focus on the culture in China – human and physical features. Focus on the different types of farming in China and compare to the UK. English link - Non-chronological report about China. Potential Trip – Edge Hill University Art link – Create some art work inspired by traditional Chinese Artwork. Post Learn - Mindmap knowledge of China</p>	<p style="text-align: center;">Great Explorers</p> <p>Prior Learn – Name and talk about a famous explorer? What is an explorer? Why would anyone want to explore space? Find out who Neil Armstrong is and what he is famous for Find out about Neil Armstrong’s expedition. Research and explore the life of Christopher Columbus. Compare sources of evidence from both Compare explorers - their journey’s and impact of event – Tim Peake Place a significant person on a timeline and discuss in relation to their life. English link - Write a diary as one of the explorers, explaining their expedition. Post learn – make a poster to demonstrate knowledge of Neil Armstrong and what he is famous for</p>
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Science	<u>Living Things and Their Habitats</u>	<u>Animals Including Humans – Health and Survival</u>	<u>Uses of Everyday Materials</u>	<u>Plants – About Plants</u>	<u>Living Things & Their Habitats – Around the World</u>	<u>Animals Including Humans – Lifecycles</u>
	<p>Prior Learn activity</p> <p>Explore the differences between things that are living, dead and things that have never been alive. Identify and name a variety of plants and animals in a microhabitat. Describe how animals obtain their food from plants and other animals, understanding a simple food chain. Identify and name different sources of food.</p> <p>Post Learn assessment activity</p>	<p>Prior Learn activity</p> <ul style="list-style-type: none"> - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene - Describe what a healthy, balanced diet looks like - Investigate the impact of exercise on our bodies - Investigate the importance of hygiene <p>Post Learn assessment activity</p> <p>PSHE- About what keeping healthy means, different ways to keep healthy (H1)</p> <p>About foods that support good health and the risk of eating too much sugar (H2)</p> <p>How physical activity helps us to stay healthy and ways to be physically active everyday (H3)</p> <p>That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy (H6)</p> <p>That household products (including medicines) can be harmful if not used correctly (H31)</p>	<p>Prior Learn activity</p> <ul style="list-style-type: none"> - Identify different materials and their uses - Understand how to select the right materials to build a bridge - Explore and test the stretchiness of materials - Understand that materials can change their shape by twisting, bending, squashing or stretching - Find out about Charles Macintosh and explore how materials are suitable for different purposes - Discover which materials change shape when making a road with John McAdam <p>Post Learn- assessment activity</p>	<p>Prior Learn activity</p> <ul style="list-style-type: none"> - Know the difference between seeds and bulbs - Design an experiment to find out what plants need to grow - Describe what plants need to grow and stay healthy - Describe the life cycle of a plant - Observe and record the growth of plants over time - Understand that plants adapt to suit their environment <p>Post Learn assessment activity</p> <p>English link - Instructions: how to plant a seed</p>	<p>Prior Learn activity</p> <ul style="list-style-type: none"> - Learn about habitats - Appreciate that environments are constantly changing - Explore the rainforest and its problems - Describe life in the Ocean - Discover the Arctic and Antarctic habitat - Create a model of a Habitat <p>Post Learn assessment activity</p> <p>English link - Information/persuasive text about habitats- what is happening to them and how we can help</p>	<p>Prior Learn activity</p> <ul style="list-style-type: none"> - Order the stages of the human life cycle - Describe the stages of a human life cycle - Identify the offspring and parent of an animal - Explore the life cycle of a Chicken - Describe the life cycle of a butterfly - Explore the life cycle of a Frog <p>Post Learn assessment activity</p> <p>PSHE- To think about change and loss and the associated feelings. (Moving home, pets or friends, growing up) (H18, H20)</p> <p>-About growing and changing from young and old and how peoples needs change (H26)</p> <p>RSE: Human Life Cycle Introduce the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. Compare the differences between a baby and a child- what they look like and what they can do. Focus on becoming independent. How we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.</p>

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Computing (Teach Computing)	Information technology around us	Digital Photography	Programming Algorithms	Data and Information – Pictograms	Creating media – Digital Music	Programming - Quizzes
	<ul style="list-style-type: none"> - identify devices that are computers and consider how IT can help them both at school and beyond - consider common uses of information technology in a context that they are familiar with - identify examples of IT and be able to explain the purpose of different examples of IT in the school setting - begin to explore IT in environments beyond school, including home and familiar places such as shops - talk about the uses of IT in these environments and be able to explain that IT is used in many workplaces - explore the benefits of using IT in the wider world - focus on the use of IT in a shop and how devices can work together - sort activities based on whether they use IT or not and will be able to say why we use IT - consider how they use different forms of information technology safely, in a range of different environments - list different uses of IT and talk about the different rules that might be associated with using them - say how rules can help keep them safe when using IT - think about the choices that are made when using information technology, and the responsibility associated with those choices - use IT in different types of activities and explain that sometimes they will need to use IT in different ways <p style="text-align: center;">Online Safety</p> <ul style="list-style-type: none"> - Begin to identify possible dangers online - Know how to safely search for information online - Choose appropriate websites for their age - identify unkind behaviour online <p style="background-color: #FFDAB9; padding: 2px;">PSHE- About Rules and age restrictions for keeping physically and emotionally safe including responsible ICT use and online safety H28, H34, L7, R10 , R14</p> <p style="background-color: #FFDAB9; padding: 2px;">About the role of the internet and that all information seen online is not always true (L7, L8)</p> <p style="background-color: #ADD8E6; padding: 2px;">ECW - Privacy and security</p>	<ul style="list-style-type: none"> - explore the concept that many devices can be used to take photographs - begin to capture their own photographs - explore taking photographs in both portrait and landscape formats and explore the reasons why a photographer may favour one over the other - explore what constitutes good photography composition and put this into practice by composing and capturing photos of their own - investigate the effect that good lighting has on the quality of the photos they take, and explore what effect using the camera flash and adding an artificial light source have on their photos - use the 'Adjust' tool to change the colour effect of an image - apply the photography composition skills that they have developed during the unit <p style="text-align: center;">Online Safety</p> <ul style="list-style-type: none"> - Know what 'digital footprint' means - Know that people can use the information they put online - Know that a digital footprint contains information about a person - Know what to do if they think someone is being unkind to them online <p style="background-color: #ADD8E6; padding: 2px;">ECW - Managing online information</p>	<ul style="list-style-type: none"> - follow instructions given to them and give instructions to others - consider the language used to give instructions, and how that language needs to be clear and precise - combine several instructions into a sequence that can then be issued to another learner to complete - consider a clear and precise set of instructions in relation to an algorithm, and will think about how computers can only follow clear and unambiguous instructions - create sequences using the same instructions in different orders - test these sequences to see how the different orders affect the outcome - use logical reasoning to make predictions - design, create, and test a mat for a floor robot - design an algorithm to move a robot - understand the process of debugging <p style="background-color: #ADD8E6; padding: 2px;">ECW - Copyright and ownership</p>	<ul style="list-style-type: none"> - understand the importance of organising data effectively for counting and comparing - create their own tally charts to organise data, and represent the tally count as a total - answer questions comparing totals in tally charts using vocabulary such as 'more than' and 'less than' - create pictograms manually and then progress to creating them using a computer - begin to understand the advantages of using computers rather than manual methods to create pictograms, and use this to answer simple questions - collect data to create a tally chart and use this to make a pictogram on a computer - tally objects using a common attribute and present the data in the form of a pictogram - collect data needed to organise people using attributes and create a pictogram to show this pictorially - understand data can be represented in different ways <p style="text-align: center;">Online Safety</p> <ul style="list-style-type: none"> - Identify websites suitable for their age. - Know when to ask an adult for advice about accessing a website. - Know what to do if a website makes them uncomfortable - Know what to do if someone is making them feel uncomfortable online <p style="background-color: #ADD8E6; padding: 2px;">ECW – Online relationships</p>	<ul style="list-style-type: none"> - use a musical description word bank to describe how this music generates emotions - create patterns and use those patterns as rhythms - explore how music can be used in different ways to express emotions and to trigger their imaginations - use a computer to create and refine musical patterns - choose an animal and create a piece of music using the animal as inspiration - retrieve and review their work <p style="text-align: center;">Online Safety</p> <ul style="list-style-type: none"> - Talk about what people might want to know about a website. - Give their opinion about a website. - Say what they like and dislike about a website - Identify keywords that will give good search results - Use a website to search for information <p style="background-color: #ADD8E6; padding: 2px;">ECW – Health, wellbeing and lifestyle</p> <p style="background-color: #ADD8E6; padding: 2px;">ECW – Online reputation</p>	<ul style="list-style-type: none"> - begin to identify the start of sequences in real-world scenarios, and learn that sequences need to be started in ScratchJr - discover that a sequence of commands has an 'outcome' - predict the outcomes of real-life scenarios and a range of small programs in ScratchJr - match programs that produce the same outcome when run, and use a set of blocks to create programs that produce different outcomes when run - use a predefined design to create an animation based on the seasons - modify a given design sheet and create their own quiz questions - create their own quiz question designs including their own choices of question, artwork, and algorithms - compare their projects to their designs <p style="text-align: center;">Online Safety</p> <ul style="list-style-type: none"> - begin to consider who a website could be aimed at

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Music (Charanga Scheme)	<p style="text-align: center;">Hands, Feet, Heart</p> <p>All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as leaning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312274-hands-feet-heart</p>	<p style="text-align: center;">Ho, Ho, Ho</p> <p>All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312299-ho-ho-ho</p>	<p style="text-align: center;">I Wanna' Play in a Band</p> <p>I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312276-i-wanna-play-in-a-band</p>	<p style="text-align: center;">Zootime</p> <p>All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1313449-zootime</p>	<p style="text-align: center;">Friendship Song</p> <p>All the learning is focused around one song: 'The Friendship Song'. This is a song about being friends with others. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1314286-friendship-song</p>	<p style="text-align: center;">Reflect, Rewind, Replay</p> <p>All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1314334-reflect-rewind-and-replay</p>
Art/DT (KAPOW)	<p style="text-align: center;"><u>The seaside (link to Geography)</u></p> <p>Prior Learn - What artists can they name? What style of artist are they? What are primary and secondary colours? What tools would you use to paint large shapes?</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings. Create a painting to demonstrate the use of tints (add white) and shades (add black) to both primary and secondary colours to paint the beach, sky and sea. Paint in the style of a chosen artists (Van Gogh, Lynette Amelie Merry, Malcolm Ludvigsen). Use different kinds of materials to create a collage of beach textures and explain choice. Create a monoprint combining different colours, shapes and patterns. Post Learn – Peer evaluation of final piece – Starry Night influence</p> <p>END PIECE – Starry Night Van Gough</p>	<p style="text-align: center;"><u>Christmas stocking</u></p> <p>Sewing a running stitch with regular sized stitches and understanding that both ends of the thread must be knotted Preparing and cutting the fabric, pinning the fabric and designing a pouch Sewing a running stitch to join the two pieces of fabric together Decorating the stocking using the materials provided</p> <p>END PIECE – Creating a Christmas stocking based on the design</p>	<p style="text-align: center;"><u>Dragons (link to 'The Dragon Machine' book study in English)</u></p> <p>Prior Learn – Can you name a famous sculptor? What materials have you used to make a sculpture? How did you join parts of your sculpture together? Understand the safety and basic care of materials and tools. Research and compare a range of famous sculptors. Use different grades of pencil to explore different pencil shades and line weights (show line weights within Microsoft autoshapes) to draw details on a dragon. Experiment with, construct and join recycled, natural and manmade materials more confidently. Use salt-dough to create a 3D sculpture incorporating pattern and texture.</p> <p>Post Learn – Final sculpture. Discuss skills used with a peer. Evaluate and decide on a key area that would need improvement next time.</p> <p>END PIECE – Salt dough dragon sculptures</p> <p>Barbara Hepworth</p>	<p style="text-align: center;"><u>Structures - Bridges</u></p> <p>Identifying man-made/natural structures. Contributing to discussions. Identifying stable and unstable structural shapes. Identifying features that make a bridge stable Explaining the definition of strength and identifying the strongest and weakest shaped and part of a structure. Making and testing a structure. Working independently to use the materials as demonstrated to begin to make a stable structure. Explaining how their ideas would be suitable for the given brief</p> <p>END PIECE - Producing a bridge that satisfies the brief, using materials and construction techniques and explaining how they made it strong, stiff and stable.</p> <p>Architect – Thomas Telford</p>	<p style="text-align: center;"><u>Great Fire of London (link to History)</u></p> <p>Prior Learn – Discuss painting from year 1. Which famous painter have they focused on last year? How would you decide which brushes you would use? Can you name any key events in history learnt in year 1?</p> <p>Paint on different types of paper, i.e. sugar paper, wrapping paper, brown paper. Use poster paints to explore different brush strokes in the style of flames. Using different materials to create a collage effect. Mix colours to make different shades of red, orange and yellow.</p> <p>Post Learn – Talk about key skills used in their painting. What different strokes have you chosen and why? What would you change if you did this piece again?</p> <p>END PIECE – Collage based on the Great Fire of London.</p> <p>Antoni Gaudi</p>	<p style="text-align: center;"><u>A balanced diet</u></p> <p>Naming the four main food groups and identifying foods that belong to each group Identifying the correct food group of a given food and describing its taste, texture and smell The ability to think of four different wrap ideas, giving consideration to flavour combinations Designing a wrap.</p> <p>END PIECE - Constructing a wrap that meets the design brief and plan.</p> <p>PSHE – about foods that support good health and risks if eating too much sugar (H2)</p>

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PSHE	Families and friendships Safe relationships Respecting ourselves and others Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24 Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20 Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25 ECW – Online bullying		Belonging to a Community Media literacy and digital resilience Money and work Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6 The internet in everyday life; online content and information PoS Refs: L8, L9 What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15		Physical health and Mental wellbeing Growing and changing Keeping safe Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20 Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27 Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33,	
	RE (St. Helens Scheme) How do we respond to the things that really matter?	Christianity – God Does how we treat the world matter? <ul style="list-style-type: none"> • Creation • Care for the planet • Harvest PSHE- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. R5 English link - Re-tell the story of creation.	Christianity Jesus Why do Christians say that Jesus is the 'Light of the world'? <ul style="list-style-type: none"> • Jesus as the light of the world • Symbolism of light • Advent and Christmas celebrations English link - Write instructions on how to make a Christingle	Hindu Dharma How might people express their devotion? <ul style="list-style-type: none"> • Devotion • Worship in the home and temple English link - Character description about one of the deities.	Islam Why do Muslims believe that it is important to obey God? <ul style="list-style-type: none"> • Submission and gratitude • Prayer English link - Thank you poem/ prayer: I am grateful for...	Christianity – Church What unites the Christian community? <ul style="list-style-type: none"> • Worship • The Church • Use of symbols
PE (Sports 4 Kids)	Ball skills Have an awareness of space and possible zonal areas Movement from one position to another (throw, kick) Have accuracy when kicking towards a direction Use tactics within a game Following predetermined rules of a game	Hockey Awareness through play Hitting and passing Effective movement Explore rules Intro to tactics in gameplay Zones	Gymnastics Demonstrate a range of different types of balances Apply these balances on apparatus Apply balance to rolling (forward, backwards and sideways) safely Sequence rolling with others in a group Display accurate transitions between balances and rolling Create and perform sequences	Team games (1) Be an effective team player within a game Show good communication skills to effect the team positively Understand and recall rules and objectives of a game Demonstrate good spatial awareness/position Create simple tactics Apply skills to a game situation	Team games (2) Knowledge of roles within a team Identify different methods of communication Apply spatial awareness in team play Demonstrate knowledge of where they can move to attack/defend Effective movements in game play to progress their team Apply skills in a game situation	Athletics Throw with increasing aim and accuracy Throw in a competitive situation Jumping to demonstrate distance and height Measuring distance and height of jump Practise and record scores

Year 2 Long Term Planning

<u>Kick rounders</u>	<u>Dance (Tango)</u>	<u>Bat and Ball Skills</u>	<u>Curling</u>	<u>Tennis</u>	<u>Athletics</u>
Kicking with direction	Explore and create actions and poses based on a type of dance	Have increasingly quicker hand/eye reactions	Accuracy delivery between	Demonstrate a variation of shots	Learn and practise set activities
Bowling with accuracy	Copy movements and explore similar basic movements	React at different angles to batting and catching	Delivery with power through a game	Reacting to different shots quickly and accurately	Jumping in a competitive situation
Running with decision making	Vary levels of height and pace in a sequence	To demonstrate accurate movements for a clear outcome (jump to catch, move slightly to hit the ball better)	Power—Removing Stones	Varying grip types to select one that they prefer	Running competitively over varied distances as well as relays
Fielding as a team	Vary the size of a body shape	Design a skill-based activity for themselves/others to follow	Tactics	Selecting a shot and direction to ensure it is difficult to return	Perform and improve scores
Game play and understanding rules.	Add change of direction into a sequences	Use of efficient/accurate body positions	Game playing	Demonstrate appropriate approach and movement to return a shot	Evaluate and score new activities
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Varied use of space when performing	Application of skills under pressure (competition, timed)	Umpiring	Application of skills to a competitive situation	