

Year 2 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<u>Troll Swap</u> Themes: Not fitting in, two characters swap lives to see if it makes them happier.	<u>The Owl Who Was Afraid of the Dark</u> Themes: Adventure, fears, dark	<u>Dragon Machine</u> Themes: Magic, imagination, dragons, machines, loneliness.	<u>Man on the Moon</u> Themes: Adventure, imagination, aliens. Link to Neil Armstrong - NF	<u>The Last Wolf</u> 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	<u>Grandad's Secret Giant</u> Themes: Belonging, friendship, importance of tolerance and acceptance, doing good deeds.
	<u>Outcome:</u> Fiction story with focus on characters. <u>Greater Depth:</u> Story about two independently invented contrasting characters who swap places.	<u>Outcome:</u> Non-Chronological report about owls. <u>Greater Depth:</u> Alter the layout to add ow# 4n subheadings and extra features.	<u>Outcome:</u> Fiction story with adventure focus. <u>Greater Depth:</u> Story written in the 1 st person.	<u>Outcome:</u> Fiction story with focus on <u>Greater Depth:</u> Diary entry in 1 st person as the main character.	<u>Outcome:</u> Letter in role as the character, persuading to save the trees or endangered animals. <u>Greater Depth:</u> Real life letter to specific audience e.g. local MP.	<u>Outcome:</u> Fiction story with moral focus. <u>Greater Depth:</u> Story from the point of view of the giant.
	<u>Mastery Keys</u> Plan or say out loud what is going to be written about. Use punctuation correctly – full stops, capital letters. Use expanded noun phrases to describe and specify. Use subordination (because) and co-ordination (and)	<u>Mastery Keys</u> Use coordination – but, or. Add -ly to turn adjectives in to adverbs. Write for different purposes. Use commas to separate items in a list.	<u>Mastery Keys</u> Write sentences with different forms: statement, question, exclamation, command. Use subordination (apply because, introduce when). Use present and past tenses consistently. Read aloud with intonation. Use punctuation correctly – exclamation marks, question marks.	<u>Mastery Keys</u> Use a range of punctuation – exclamation marks, question marks, commas, apostrophes for possession and omission Use present and past tenses correctly and consistently. Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary.	<u>Mastery Keys</u> Use subordination (if, that). Add -er and -est to adjectives. Use homophones and near homophones. Use punctuation correctly – apostrophes for contracted forms.	<u>Mastery Keys</u> Use present and past tenses correctly and consistently including the progressive form. Use subordination (using when, if, that or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify. Add suffixes to spell longer words e.g. -ment, -ful.
	<u>Missed NC Objectives not covered in Pathways to Write</u> Discussing favourite words and phrases, Build up a repertoire of poems learnt by heart including reciting some with appropriate intonation.					
	<u>Poetry</u> (To be completed during Assessment Week) <u>Poem:</u> The Owl and the Pussycat <u>Outcome:</u> To write the first 2 verses of a new poem based on The Owl and the Pussycat. <u>Greater Depth:</u> To write additional verses. <u>Poetry Keys:</u> Experiment with words e.g. alliteration, humour. Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.		<u>Poetry</u> (To be completed during Assessment Week) <u>Poem:</u> Night Sounds <u>Outcome:</u> To write a Night Sounds poem based on Berlie Doherty's version. <u>Greater Depth:</u> To write an extended poem including questions and answers to their own repetitive phrases. <u>Poetry Keys:</u> Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.		<u>Poetry</u> (To be completed during Assessment Week) <u>Poem:</u> Fox <u>Outcome:</u> Write a descriptive wildlife poem <u>Greater Depth:</u> Research own animal to write a descriptive wildlife poem with an environmental message <u>Poetry Keys:</u> Use adventurous word choices of nouns, adjectives and verbs to describe observations. Experiment with words e.g. alliteration, humour.	
Mastering Number (15 minute sessions to be completed four times a week to develop number sense)	Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system. <u>Pupils will:</u> <ul style="list-style-type: none">review the composition of the numbers 6 to 9 as ‘5 and a bit’compare numbers using the language of comparison and use the symbols < > =review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9consolidate their understanding of the numbers 10 and 20 as ‘10 and a bit’consolidate their understanding of the linear number system to 20 and reason about midpoints		Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50. <u>Pupils will:</u> <ul style="list-style-type: none">explore how the numbers 6 to 9 can be doubled using the ‘5 and a bit’ and ‘10 and a bit’ structureuse doubles to calculate near doublesuse bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10use known number bonds within 10 to calculate within 20, working within the 10-boundaryuse their knowledge of bonds of 10 to find three addends that sum to 10use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundaryuse their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints		Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. <u>Pupils will:</u> <ul style="list-style-type: none">continue to explore a range of strategies to subtract across the 10-boundaryreview bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10practise previously explored strategies to support their reasoning about inequalities and equationsreview doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doublesconsolidate previously taught facts and strategies through continued, varied practice	

Year 2 Long Term Planning

Mathematics	<p><u>Number: Place Value</u></p> <p>Read and write numbers to at least 100 in numerals and words. Recognise the place value of each digit in a two-digit number (tens and ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100. Use greater than, less than and equal signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any given number, forwards and backwards.</p> <p><u>Number: Addition and Subtraction</u></p> <p>Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. 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. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 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. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><u>Geometry: Properties of shapes</u></p> <p>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder and a triangle on a pyramid). Compare and sort common 2D and 3D shapes and everyday objects.</p>	<p><u>Money</u></p> <p>Recognise and use symbols for pounds and pence. Add and subtract money. Make combinations of the same amount in different ways. Combine coins to make a given value. Solve problems involving money.</p> <p><u>Number: Multiplication and Division</u></p> <p>Recall and use multiplication and division facts for the 2,5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p><u>Measurement: Length and Height</u></p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mess (kg/g); temperature (degrees Celsius); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using greater than/less than and equals symbols.</p> <p><u>Measurement: Mass, Capacity and Temperature.</u></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. Compare and order lengths, mass, volume/capacity and record the results using greater than/less than and equals symbols.</p>	<p><u>Number: Fractions</u></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. Write simple fractions, for example, ¼ of 6 = 3 and recognise the equivalence of 2/4 and ½.</p> <p><u>Measurement: Time</u></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. Compare and sequence intervals of time</p> <p><u>Statistics</u></p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data</p> <p><u>Geometry: Position and Direction</u></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). Order and arrange combinations of mathematical objects in patterns and sequences</p>

Year 2 Long Term Planning

Geography/History	<p>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</p> <p>Use map of the Uk and seaside town template.</p>	<p>Great Fire of London</p> <p>Prior Learning – discussion around significant events already covered and name significant people – Florence Nightingale- refer to timeline.</p> <p>Place The Great Fire of London on timeline and discuss in relation to their life. How did people live in 1666?</p> <p>Look at the events of the Great Fire of London.</p> <p>Understand how we know about The Great Fire (Samuel Peyps diary).</p> <p>Understand significant individuals, dates, facts and places surrounding the Great Fire of London.</p> <p>Who was Thomas Farriner?</p> <p>What happened after the Great Fire?</p> <p>What happened as a result?</p>	<p>Europe</p> <p>Prior Learn – sing oceans and continents song – can children remember the names? Locate on world map together</p> <p>Name and locate the seven continents and five oceans.</p> <p>Use Google Earth as a stimulus.</p> <p>Focus on Europe and what countries are in it. Use Atlases to identify different countries.</p> <p>Share facts about some countries in Europe: Greece, Italy, France, Spain, Iceland. Children to produce mini fact finders and present them to each other.</p> <p>Collect more facts and information about each country, including animals, to create presentations for their peers.</p>	<p>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</p> <p>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)</p> <p>Listen to music produced by The Beatles. Listen to a specific song and unpick the meaning behind it.</p> <p>(Comprehension link—Penny Lane) Show pictures of Penny Lane then and now.</p> <p>Show the children photographs of different bands, e.g. The Beatles, Spice Girls, Take That, One Direction, Little Mix, and compare.</p> <p>Choose two songs (one from Little Mix to compare to the Beatles. What is alike? What is different?</p> <p>How did the Beatles put Liverpool on the map (TRIP)</p>	<p>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?</p> <p>Locate China on a map- link to the continent Asia. Use Atlases and Globes.</p> <p>Understand what life is like for people in China. Draw a simple map.</p> <p>Compare China to the UK – look at similarities and differences.</p> <p>Compare schools in Beijing and our school.</p> <p>Focus on Physical and Human features of a small area.</p> <p>Focus on the culture in China – human and physical features.</p> <p>Focus on the different types of farming in China and compare to the UK.</p>	<p>Great Explorers</p> <p>Prior Learn – Name and talk about a famous explorer? What is an explorer?</p> <p>Why would anyone want to explore space?</p> <p>Find out who Neil Armstrong is and what he is famous for</p> <p>Find out about Neil Armstrong’s expedition.</p> <p>Research and explore the life of Christopher Columbus. Compare sources of evidence from both</p> <p>Compare explorers - their journey’s and impact of event – Tim Peake</p> <p>Place a significant person on a timeline and discuss in relation to their life.</p>
	<p>Know the main differences between city, town and village</p> <p>Explain some of the advantages and disadvantages of living in a city or village</p> <p>Recap on the four countries and the main seas of the UK.</p> <p>Using a map locate seaside locations, e.g. Blackpool Beach, Southport Beach, Llandudno, Dorset: Pool harbour and Tenby.</p> <p>Focus on Blackpool and study it – link to key vocabulary: town, harbour, three beaches, sea, coastline.</p> <p>(Physical Features)</p> <p>Blackpool – identify landmarks within the town. (Human Features)</p> <p>Focus on Human and Physical features of Tenby (a seaside). Look at the advantages and disadvantages of living there compared the Village of Rainford.</p> <p>Post Learn - Leaflet to promote Blackpool as a seaside location</p> <p>English link - Create a brochure/ leaflet about a seaside in the UK.</p>	<p>English link - Recount of the Great Fire of London</p> <p>Diary entry as Samuel Pepys.</p> <p>Post Learn - complete timeline activity with significant events during GFOL, including key people</p>	<p>English link – comparing UK to a European country</p> <p>Post Learn - Populate world map with continents, oceans, human and physical features of Europe</p>	<p>English link- A fact file/ biography about the famous Beatles.</p> <p>Trip – Beatles Museum</p> <p>Post learning - mindmap of Beatles history and locate Liverpool on a map</p>	<p>English link - Non-chronological report about China.</p> <p>Potential Trip – Edge Hill University</p> <p>Art link – Create some art work inspired by traditional Chinese Artwork.</p> <p>Post Learn - Mindmap knowledge of China</p>	<p>English link - Write a diary as one of the explorers, explaining their expedition.</p> <p>Post learn – make a poster to demonstrate knowledge of Neil Armstrong and what he is famous for</p>

Year 2 Long Term Planning

Science	<u>Living Things and Their Habitats</u>	<u>Animals Including Humans – Growth</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>
	Prior Learn activity	Prior Learn activity	Prior Learn activity	Prior Learn activity	Prior Learn activity	Prior Learn activity
	<p>Explore the differences between things that are living, dead and things that have never been alive.</p> <p>Identify and name a variety of plants and animals in a microhabitat.</p> <p>Describe how animals obtain their food from plants and other animals, understanding a simple food chain.</p> <p>Identify and name different sources of food.</p>	<p>Notice that animals, including humans, have offspring which grow into adults. Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Learn how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>- Identify different materials and their uses</p> <p>- Understand how to select the right materials to build a bridge</p> <p>- Explore and test the stretchiness of materials</p> <p>- Understand that materials can change their shape by twisting, bending, squashing or stretching</p> <p>- Find out about Charles Macintosh and explore how materials are suitable for different purposes</p> <p>- Discover which materials change shape when making a road with John McAdam</p>	<p>- Know the difference between seeds and bulbs</p> <p>- Design an experiment to find out what plants need to grow</p> <p>- Describe what plants need to grow and stay healthy</p> <p>- Describe the life cycle of a plant</p> <p>- Observe and record the growth of plants over time</p> <p>- Understand that plants adapt to suit their environment</p>	<p>- Learn about habitats</p> <p>- Appreciate that environments are constantly changing</p> <p>- Explore the rainforest and its problems</p> <p>- Describe life in the Ocean</p> <p>- Discover the Arctic and Antarctic habitat</p> <p>- Create a model of a Habitat</p>	<p>- Order the stages of the human life cycle</p> <p>- Describe the stages of a human life cycle</p> <p>- Identify the offspring and parent of an animal</p> <p>- Explore the life cycle of a Chicken</p> <p>- Describe the life cycle of a butterfly</p> <p>- Explore the life cycle of a Frog</p>
	Post Learn assessment activity	<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>	Post Learn- assessment activity	Post Learn assessment activity	Post Learn assessment activity	Post Learn assessment activity
				<p>English link - Instructions: how to plant a seed</p>	<p>English link - Information/persuasive text about habitats- what is happening to them and how we can help</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</p> <p>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>

Year 2 Long Term Planning

Computing (Teach Computing)	<p>Online Safety</p> <p>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</p> <p>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>About the role of the internet and that all information seen online is not always true (L7, L8)</p> <p>ECW PS 7.1,7.2,7.3</p> <p>Preparing for Turtle Logo</p> <p>Give and follow an algorithm to turn right or left Give and follow an algorithm to make half and quarter turns Give and follow an algorithm using the commands right 90 and left 90 Give, follow and complete an algorithm Use and recognised language in an algorithm Create, test and debug an algorithm</p>	<p>Online Safety</p> <p>Identify keywords that will give good search results Use a website to search for information Begin to identify possible dangers online</p> <p>ECW OB 4.1,4.2,4.3</p> <p>Computer Art</p> <p>Create computer art Use a range of tools in a computer program to reproduce a style of art Make and edit shapes to create a piece of art Change the shade of a colour for effect Retrieve a file to edit in a computer program Use a range of skills to create a piece of art</p>	<p>Online Safety</p> <p>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</p> <p>ECW CO 8.1,8.2,8.3</p> <p>Presentation Skills</p> <p>Use basic computer skills Use folders Organise ideas for a presentation Create a simple presentation with text Add and format and image Reorder slides and present a presentation Search and print</p>	<p>Online Safety</p> <p>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 Begin to consider who a website could be aimed at</p> <p>ECW SI 1.1, 1.2, 1.3</p> <p>Programming Turtle Logo and Scratch</p> <p>Create an algorithm to move or rotate the turtle Create an algorithm and use the repeat command Create an algorithm and add sound Create an algorithm and use the repeat and say command Create an algorithm and use the green flag to start Create an algorithm and use the commands to change the backdrop and add sprites</p>	<p>Online Safety</p> <p>Identify unkind online behaviour Know what to do if they think someone is being unkind to them online</p> <p>ECW MOI 5.1,5.2,5.3</p> <p>Using the Internet</p> <p>Search the internet using one word Stay safe when using the internet Search the Internet to find results suitable for children Search for information safely online Follow links safely online Create content for an online blog Use a camera to take safe photos to use online Create content for an online blog Use an online blog safely and respectfully Post positive comments and responses on a blog</p>	<p>Online Safety</p> <p>Know how to safely search for information online Choose appropriate websites for their age</p> <p>CW HWL 6.1,6.2,6.3</p> <p>ECW Orel 2.1,2.2,2.3</p> <p>Using and Applying</p> <p>Use a specific computer skill to reproduce a style of art Use a specific computer skill to create and compare styles of art Create a presentation including text and images Retrieve, edit and organise a presentation Create precise instructions for a character on a particular theme Create code for a pair of characters involving speech and movement</p>
Music (Charanga Scheme)	<p>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>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>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>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>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>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>

Year 2 Long Term Planning

Art/DT (KAPOW)	<p><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.</p> <p>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).</p> <p>Use different kinds of materials to create a collage of beach textures and explain choice.</p> <p>Create a monoprint combining different colours, shapes and patterns.</p> <p>Post Learn – Peer evaluation of final piece – Starry Night influence</p> <p>END PIECE – Starry Night Van Gough</p>	<p><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</p> <p>Preparing and cutting the fabric, pinning the fabric and designing a pouch</p> <p>Sewing a running stitch to join the two pieces of fabric together</p> <p>Decorating the stocking using the materials provided</p> <p>END PIECE – Creating a Christmas stocking based on the design</p>	<p><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?</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Research and compare a range of famous sculptors.</p> <p>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.</p> <p>Experiment with, construct and join recycled, natural and manmade materials more confidently.</p> <p>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><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</p> <p>Explaining the definition of strength and identifying the strongest and weakest shaped and part of a structure.</p> <p>Making and testing a structure.</p> <p>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><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.</p> <p>Use poster paints to explore different brush strokes in the style of flames.</p> <p>Using different materials to create a collage effect.</p> <p>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><u>A balanced diet</u></p> <p>Naming the four main food groups and identifying foods that belong to each group</p> <p>Identifying the correct food group of a given food and describing its taste, texture and smell</p> <p>The ability to think of four different wrap ideas, giving consideration to flavour combinations</p> <p>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>
	PSHE	<p><u>Families and friendships</u></p> <p><u>Safe relationships</u></p> <p><u>Respecting ourselves and others</u></p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p> <p>NO: L1</p> <p>NO: L2</p>	<p><u>Belonging to a Community</u></p> <p><u>Media literacy and digital resilience</u></p> <p><u>Money and work</u></p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>PoS Refs: L2, L4, L5, L6</p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p> <p>NO: L3</p> <p>NO: L4</p>	<p><u>Physical health and Mental wellbeing</u></p> <p><u>Growing and changing</u></p> <p><u>Keeping safe</u></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p> <p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33,</p> <p>NO: L5</p> <p>NO: L6</p>		

Year 2 Long Term Planning

RE (St. Helens Scheme) How do we respond to the things that really matter?	<u>Christianity – God</u>	<u>Christianity Jesus</u>	<u>Hindu Dharma</u>	<u>Islam</u>	<u>Christianity – Church</u>	<u>Judaism</u>
	<p>Does how we treat the world matter?</p> <ul style="list-style-type: none"> Creation Care for the planet Harvest <p>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</p> <p>English link - Re-tell the story of creation.</p>	<p>Why do Christians say that Jesus is the ‘Light of the world’?</p> <ul style="list-style-type: none"> Jesus as the light of the world Symbolism of light Advent and Christmas celebrations <p>English link - Write instructions on how to make a Christingle</p>	<p>How might people express their devotion?</p> <ul style="list-style-type: none"> Devotion Worship in the home and temple <p>English link - Character description about one of the deities.</p>	<p>Why do Muslims believe that it is important to obey God?</p> <ul style="list-style-type: none"> Submission and gratitude Prayer <p>English link - Thank you poem/ prayer: I am grateful for...</p>	<p>What unites the Christian community?</p> <ul style="list-style-type: none"> Worship The Church Use of symbols 	<p>What aspects of life really matter?</p> <ul style="list-style-type: none"> Moses The Ten commandments The Sabbath
PE (Sports 4 Kids)	<u>Ball skills</u>	<u>Hockey</u>	<u>Gymnastics</u>	<u>Team games (1)</u>	<u>Team games (2)</u>	<u>Athletics</u>
	<p>Have an awareness of space and possible zonal areas</p> <p>Movement from one position to another (throw, kick)</p> <p>Have accuracy when kicking towards a direction</p> <p>Use tactics within a game</p> <p>Following predetermined rules of a game</p>	<p>Awareness through play</p> <p>Hitting and passing</p> <p>Effective movement</p> <p>Explore rules</p> <p>Intro to tactics in gameplay</p> <p>Zones</p>	<p>Demonstrate a range of different types of balances</p> <p>Apply these balances on apparatus</p> <p>Apply balance to rolling (forward, backwards and sideways) safely</p> <p>Sequence rolling with others in a group</p> <p>Display accurate transitions between balances and rolling</p> <p>Create and perform sequences</p>	<p>Be an effective team player within a game</p> <p>Show good communication skills to effect the team positively</p> <p>Understand and recall rules and objectives of a game</p> <p>Demonstrate good spatial awareness/position</p> <p>Create simple tactics</p> <p>Apply skills to a game situation</p>	<p>Knowledge of roles within a team</p> <p>Identify different methods of communication</p> <p>Apply spatial awareness in team play</p> <p>Demonstrate knowledge of where they can move to attack/defend</p> <p>Effective movements in game play to progress their team</p> <p>Apply skills in a game situation</p>	<p>Throw with increasing aim and accuracy</p> <p>Throw in a competitive situation</p> <p>Jumping to demonstrate distance and height</p> <p>Measuring distance and height of jump</p> <p>Practise and record scores</p>
	<u>Kick rounders</u>	<u>Dance (Tango)</u>	<u>Bat and Ball Skills</u>	<u>Curling</u>	<u>Tennis</u>	<u>Athletics</u>
	<p>Kicking with direction</p> <p>Bowling with accuracy</p> <p>Running with decision making</p> <p>Fielding as a team</p> <p>Game play and understanding rules.</p> <div></div>	<p>Explore and create actions and poses based on a type of dance</p> <p>Copy movements and explore similar basic movements</p> <p>Vary levels of height and pace in a sequence</p> <p>Vary the size of a body shape</p> <p>Add change of direction into a sequences</p> <p>Varied use of space when performing</p>	<p>Have increasingly quicker hand/eye reactions</p> <p>React at different angles to batting and catching</p> <p>To demonstrate accurate movements for a clear outcome (jump to catch, move slightly to hit the ball better)</p> <p>Design a skill-based activity for themselves/others to follow</p> <p>Use of efficient/accurate body positions</p> <p>Application of skills under pressure (competition, timed)</p>	<p>Accuracy delivery between</p> <p>Delivery with power through a game</p> <p>Power—Removing Stones</p> <p>Tactics</p> <p>Game playing</p> <p>Umpiring</p>	<p>Demonstrate a variation of shots</p> <p>Reacting to different shots quickly and accurately</p> <p>Varying grip types to select one that they prefer</p> <p>Selecting a shot and direction to ensure it is difficult to return</p> <p>Demonstrate appropriate approach and movement to return a shot</p> <p>Application of skills to a competitive situation</p>	<p>Learn and practise set activities</p> <p>Jumping in a competitive situation</p> <p>Running competitively over varied distances as well as relays</p> <p>Perform and improve scores</p> <p>Evaluate and score new activities</p>