



Long Term Plan

Year 2

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Autumn Term	Spring Term	Summer Term
Back in Time	Around the World in 80 Days	The Circle of Life
<p>Enquiry Questions: How and why do we remember events from the past?</p>	<p>Enquiry Questions: Where can we visit around the world?</p>	<p>Enquiry Questions: How do animals grow, change and survive?</p>
<p>Core texts: The Gingerbread Man (Journey story) Goldilocks (Instructions) (Recount Diary Entry) Edgar the Dragon (Wishing story)</p> <p>Class Readers: George's Marvellous Medicine – Roald Dahl</p> <p>Charlie and the Chocolate Factory – Roald Dahl</p>	<p>Core texts: Snowmen at night – Caralyn Buchner (Character change story) East of the sun, West of the moon Captain Scott Captain Cook Tiddalik the Greedy Frog (multicultural – Character change) Chinese New Year story (short burst) Poetry – linked to global celebrations and travel. Penguins (Information text)</p> <p>Class Readers: Giraffe and the Pelly and Me - Roald Dahl Thirteen Story Treehouse – Andy Griffiths Lost and Found – Oliver Jeffers</p>	<p>Core texts: Lifecycle of a sunflower Gorilla – Anthony Brown Giraffes Can't Dance – Giles Andrea (Wishing story) The Ugly Five – Julia Donaldson (Persuasive advert)</p> <p>Class Readers – Fantastic Mr Fox – Roald Dahl</p> <p>Anansi the clever spider – Susie Linn</p>
<p>Educational visits/visitors & Community Projects: History off the page – Great Fire of London War memorial – Burton Latimer</p>	<p>Educational visits/visitors & Community Projects: Litter picking around the local area. Community – food from around the world</p>	<p>Educational visits/visitors & Community Projects: A visit to Woburn Safari Park School bug hotel</p>



<p>As readers we will be continuing to apply our phonic knowledge and skills to become fluent readers. We will look at words using common suffixes and within reading books recognising simple recurring literacy language.</p>	<p>As readers we will be developing a pleasure for reading by listening to, discussing and expressing views on a range of stories, poems and non-fiction. We will clarify meanings of new vocabulary and link new meanings to known vocabulary. Through using longer texts, we will be asking and answering questions as well as making inferences about what is being said and done.</p>	<p>As readers we will be developing our reading skills by using non-fiction books for researching and locating information to answer questions.</p>
<p>As writers, we will be labelling diagrams. We will be punctuating sentences using capital letters and full stops. We will write in the past tense. We will sequence events, retell stories and write descriptive sentences using adjectives to include noun phrases. We will write questions, instructions and letters for different purposes. We will write about real events such as The Great Fire of London, the Plague, World War 1.</p>	<p>As writers we will be developing stamina by retelling stories, writing non-chronological reports and poetry. We will write about real events including personal experiences. We will learn about the four different sentence types and will be encourage to use them within our writing. We will plan writing by making notes and story maps. We will be encouraged to use conjunctions like, and, but, so, when, if, because, or.</p>	<p>As writers we will be writing character descriptions for famous animal characters like fantastic Mr Fox and Gorilla. We will include noun phrases, commas, conjunctions and adjectives to improve our writing. As information writers we will write in paragraphs, add sub headings and use diagrams to present our work clearly. As poets we will write riddles and acrostic poems.</p>
<p>In shonics/spelling We will review Set 3 words on the RWI programme. We will spell words using, ed, ing, s and es and focus on compound words. We will begin to learn the Year 2 common exception words.</p>	<p>In phonics/spelling We will begin to apply spelling rules and write simple dictated sentences. We will learn about homophones and near homophones. We will continue to learn the Year 2 common exception words.</p>	<p>In phonics/spelling We will continue to apply spelling rules and write simple dictated sentences using punctuation, grammar, common exception words and spelling patterns. We will learn how to spell contracted forms of words as well as using an apostrophe to show possession. We will revise the Year 2 common exception words.</p>



<p>As confident individuals (basic skills) we will be writing a diary entry, letters and recounting events. They will learn about key people from the events and why we remember these events today.</p> <p>As Meadowside representatives (school values) we will be learning to be tolerant others cultures, beliefs and faiths. We will recognise the need to support democratic processes when choosing class representatives.</p> <p>As British citizens (British Values) We will be thinking about how historical events occurred and the reasons behind them. This will lead to democratic discussions about the monarchy and parliament and decisions which were made.</p>	<p>As confident individuals (basic skills) We will be developing our understanding of the world around us, becoming confident in our own and others beliefs. We will think about the importance to be respectful of other cultures, views and lifestyles.</p> <p>As Meadowside representatives (school values) We will be reflecting on our learning and how we learn as individuals. We will be able to discuss this with both adults and our peers. We will think about ambitions and goals and working hard to achieve something.</p> <p>As British citizens (British Values) We will be focusing on the British value of Individual Liberty. We will be learning to voice views in lessons in a formative manner.</p>	<p>As confident individuals (basic skills) we will develop independent researching skills including note making and using an index. We will be learning to describe how we have solved a problem by showing jottings or discussing our ideas.</p> <p>As Meadowside representatives (school values) we will encourage mutual respect for and tolerance of those with different faiths and beliefs.</p> <p>As British citizens (British Values) we will learn to be resilient, to not give up and always try our best. Being the best we can be!</p>
<p>As mathematicians, we will be recognising the place value of each digit in a two digit numbers and estimate numbers on a number line. We will identify and represent numbers using different resources. We will compare numbers using <>and =. We will go onto add and subtract mentally and using pictorial or concrete representations. We will identify 2D and 3D shapes compare, sort and describe them.</p>	<p>As mathematicians, we will be recall and use multiplication facts for the 2, 5 and 10. We will calculate multiplication tables and use the corresponding symbols. We will solve problems using multiplication and division. We will recognise £ and p and combine amounts to make different values. We will find different combinations of coins to make a particular value. We will develop our understanding of money and solving problems in real life contexts. We will measure and compare the length and height of objects using standards units of measure.</p>	<p>As mathematicians, we will be learning to tell the time to the nearest five minute interval. We will be learning about fractions to solve problems using shape, objects and quantities. We will use mathematical vocabulary to describe position, direction and movement. We will interpret and construct simple pictograms, tally charts, block diagrams and tables.</p> <p>We will ask and answer simple questions about totalling and comparing categorical data.</p> <p>We will recap the four operations in preparation for Year 3.</p>



<p>As scientists we will identify and compare the suitability of a variety of everyday materials. We will recognise why a material is suitable for its purpose. We will find out how objects can be changed by squashing, bending, twisting and stretching. We will investigate which materials are most suitable for a purpose and find out about the history of roads and what materials are used to make roads.</p>	<p>As scientists we will be learn about the importance of having a balanced diet. We will think about the basic needs of animals including humans. We will predict, measure, compare and conclude while completing investigations about our bodies. In Spring we will learn about how animals have offspring and link this to seasonal changes.</p>	<p>As scientists we will learn about animals. We will think about animals' habitats and food chains. We will learn about different habitats and describe how they provide for the animals basic needs. We will learn about conservation and animals becoming extinct. We will work scientifically to find out what plants need to grow and stay healthy. We will plant seeds and observe them grow in different conditions.</p>
<p>As historians we will be learning about events beyond living memory for example, the plague, Great Fire of London and World War 1. Within these events we will be looking at significant individuals for example – Samuel Pepys. We will also be looking into the life of Walter Tull as a significant person within our own locality.</p>	<p>As historians we will learn about explorers as significant individuals who have contributed to national and international achievements – i.e. Captain Cook and Captain Scott.</p>	<p>As historians we will be we will learn about British monarchy and some events that have happened in our lifetimes.</p>
<p>As geographers, we will name and locate the four countries and capital cities of the United Kingdom. We will use basic geographical vocabulary to refer to key physical features and key human features. We will study the location of London.</p>	<p>As geographers, we will name, locate and compare the seven continents and five oceans of the world. We will be able to locate hot and cold areas of the world. We will use simple compass directions and directional language to describe the location of features and routes on a map.</p>	<p>As geographers, we will learn where animals live in the world, including continents, countries and hot and cold areas. Identifying why they live there and how they have adapted to live in that habitat. We will understand geographical similarities and differences of a small area of the UK and of a small area of a contrasting non-European country. Complete fieldwork studies in the school grounds, including making maps and using keys.</p>



<p>As artists, we will be understanding the colour theory and will use warm and cool colours collecting visual information. We will explore tones, tints and shades. We will work with different mediums and explore different effects, recognising preferences and making choices. We will be working in the style of Artist Stephen Wiltshire looking at landmarks in London and our local area. This will develop our sketching skills by using different lines and thicknesses for effect.</p>	<p>As artists we will be using materials creatively to make products linked to cold places, this will include ripped, cut and combined materials to create a collage. We will learn about the artist Ken Done and work in his style using mixed media drawings of famous Australian landmarks. We will learn about indigenous Australian art and create a painting using dot patterns to represent an Australian animal.</p>	<p>As artists we will be looking at Henri Rousseau and his style using collage and drawing skills. We will look at pattern using paint. We will explore sculpting using clay, wire and mod-roc and then finish with collaborative sculptures based on African animals.</p>
<p>As designers, we will be understand where food comes from and design an appealing product. We will design a purposeful, functional product. We will build structures, exploring how they can be made stronger, stiffer and more stable (houses).</p>	<p>As designers, we will be creating food products to promote healthy eating and diet.</p>	<p>As designers, we will be creating products using sliding mechanisms to guide an object in a straight and curved line.</p>
<p>In music we will use our voices expressively by singing songs and speaking chants. We will follow the Charanga unit “Hands, feet and heart.” We will play tuned and untuned instruments to perform London’s Burning. We will listen to a range of recorded music from different genres and time periods.</p>	<p>In music we will be using the music scheme Charanga unit – “I wanna play in band”. We will be listening and appreciating different genres of music and using our voices expressively and creatively by singing songs. We will sing songs and listen to music from other cultures and continents linked to our class learning.</p>	<p>In music we will be using some untuned and tuned instruments to play beats and simple rhythms. We will learn some songs about animals. We will also use the computers to make some digital music. Our Charanga unit will be “Zootime”. We will learn songs from different countries and learn to play African drums. We will maintain a steady beat and introduce rhythms.</p>
<p>In RE we will be reviewing our learning about Christianity. We will learn about religious festivals such as Harvest, Thanksgiving and Christmas.</p>	<p>In RE we will have a focus on places of worship and finding out about Jesus. We will compare different places of worship including a Gurdwara, mosque, and Buddhist temple. We will learn about the life of Jesus and the Easter story.</p>	<p>In RE we will be learn about Hinduism and link this with family ties. We will begin to understand Diwali as part of Hindu culture. We will learn why they fast in preparation for these special events.</p>
<p>In computing we will be using Purple Mash to develop our coding knowledge. We will think about staying safe online. We will begin to</p>	<p>In computing we will be using Purple Mash to improve our computing skills. We will cover three units – questioning, effective searching and</p>	<p>In computing we will create pictures, make music and present ideas. We will revisit online safety.</p>



<p>understand the use and function of a spreadsheet. We will build on our coding skills.</p>	<p>creating pictures. We will take part in Internet safety day and think about staying safe online.</p>	
<p>In PE we will be working on fundamentals and ball skills. In the second half of the term we will work on gymnastics and dance.</p>	<p>In PE we will be focussing on invasion, yoga, team building, sending and receiving. Life skills will be taught such as taking turns, sharing and mindfulness.</p>	<p>In PE we will be striking and fielding and developing ball skills through sending and receiving. We will work on net and wall skills as well as athletics. Children will prepare skills for sports day races.</p>
<p>In PSHE we will be thinking about what keeps us healthy including eating well and the importance of exercising. We will think about friendships and the importance is special people in our lives. This will include; making friends on an offline and solving problems that might arise in friendships. We will discuss our hand of safety and think about who we can go to both in and out of school.</p>	<p>In PSHE we will be thinking about relationships and health education. We will understand and respect the differences and similarities of people. We will look at the biological differences of male and female and think about growing from young to old and think about how people need to be cared for. We will discuss different types of families and how home life is special.</p>	<p>In PSHE we will be thinking about looking after our environment and caring for animals. We will learn about how we can help endangered animals. We will learn about keeping ourselves safe and think about who we can trust if we are worried or feel unsafe. We will prepare the children for the changes of moving to Key Stage Two.</p>