

# Year 2 Long Term Plan 2022-2023

	<i>Autumn 1</i> 6 weeks	<i>Autumn 2</i> 7 weeks	<i>Spring 1</i> 6 weeks	<i>Spring 2</i> 6 weeks	<i>Summer 1</i> 6 weeks	<i>Summer 2</i> 7 weeks
<i>Key Question</i>	Why would a dinosaur not make a good pet?	What was it like when the Queen came to the throne in 1953? <b>OR</b> How did people like Florence Nightingale help to make the world a better place?	What is our school made of? (3 pigs) <i>-Local studies week 1a Mapping and extend to local community 1b Would the little pigs like to live in your own locality?</i>	Where would you prefer to live, England or Africa?	How will 5 a day help me to be healthy? How can we grow our own salad?	Why did the Titanic sink?  <i>(include seaside objectives)</i>
<i>Hooks and Trips/end outcome</i>	Dino eggs and clues Dino videos Dinosaur World in Torquay Dress as a dino for the day	Watch the coronation day scene from Frozen/letter arriving from Buckingham Palace Afternoon tea for the Queen  Come dressed as a victorian for a victorian day (Kingsteignton)  Visit from a modern day nurse and someone playing role as Florence (Kingsteignton)	Set up the classroom as a crime scene  Local area walk Building site/new houses Recycling team	African artefacts, clothes, music. Guest speaker (anyone that has lived in Africa or visited?) Food from Fatou	Science investigation -planting & growing  Local allotments/ Farm  Salad tasting (Kingsteignton)	Floating and sinking, science and DT day to start the topic (lots of junk materials needed) Year 2 camp Possible beach trip to end the year?
<i>English</i>	Wk 1: Getting to know you (3 days)	Wk 1: Poetry Fireworks/bonfire	Wk 1,2,3: The 3 Little Pigs	Wk 1-3: Fatou Fetch the Water	Wk 1-3: The Disgusting Sandwich	Wk 1-3: Titanic research, fact

	Wk 2,3,4: Wanted the Perfect Pet Wk 5: Could a Penguin Ride a bike? Wk 6: Assessment ?	(history of Guy Fawkes cross curricular link) Wk 2,3,4 Non-Fiction info writing Queen OR Amelia Earhart Wk 5: Assessment Wk 6 & 7: Christmas - Man on the Moon advert or How to Catch Santa/Christmas Poetry	Wk 4&5: Explanation texts of building our houses Wk 6: Assessment Wk 7: Local Studies week: info writing/poetry?	Wk 4&5 Non-Chron report on Africa? - instead of instructions (save that for salad and growing?) Wk 6: Assessment	Wk 4: Assessment week  Wk 5: Instructions	finding and info writing. Wk 4-6: Mrs Armitage & the Big wave  SATs??  Author of the week (St.Mike's)
<b>Maths</b>	See separate White Rose/SATs overview <u>Maths investigation</u> , , Autumn 2 (week 1) How many Jelly Beans? By Andrea Menotti, , Spring 2 (week 1) Bean Thirteen by Matthew McEllicott, , Summer (week 1) One is a snail Ten is a crab By April Pulley Sayre and Jeff Sayre <b>Cross Curricular Maths:</b>					
	Measuring dinosaurs (Large scale on playground) Dino facts/measures - top trumps?!			Temperature Statistics	Statistics: Tallys, block graphs Homework	
<b>Guided Reading</b>	Specific to own schools					
<b>Science</b>	<b><u>Autumn 1:</u></b> <b><u>Living things and their habitats</u></b> Explore and Compare the difference between things that are Living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their Habitats including micro habitats. Describe how animals obtain their food from plants and	<b><u>Autumn 2</u></b> <b><u>Discrete Science:</u></b>  Bonfire night/fireworks  Explorify  Scientific Enquiry skills	<b><u>Spring 1:</u></b> <b><u>Materials:</u></b> Identify and Compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<b><u>Spring 2:</u></b> <b><u>Discrete Science:</u></b>  Temperature Statistics  Explorify  Scientific Enquiry skills	<b><u>Summer 1:</u></b> <b><u>Plants:</u></b> Observe and describe how seeds and bulbs grow into mature plants. Find out why plants need water, light and a suitable temperature to grow and stay healthy <b><u>Animals including humans</u></b> Find out about the basic needs of animals including humans for survival (water, food and air)	<b><u>Summer 2:</u></b> <b><u>Discrete Science:</u></b>  Floating & sinking  Explorify  Scientific Enquiry skills

	<p>other animals, using the idea of a simple food chain and identify and name different sources of food.  <u>Animals including humans</u>          Notice that animals including humans have offspring which grow into adults</p>				<p>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p>	
<p><b>Geography</b></p>			<p><b>Spring 1 The 3 Pigs:</b>  <b>Location Knowledge:</b>          Name and locate the world's seven continents and five oceans.          Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas.  <b>Place knowledge</b>          understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country  <b>Geographical skills and fieldwork</b>          Use world maps, Atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p>			<p><b>Summer 2: Geographical skills and field work</b>          use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise simple map; and use and construct basic symbols in a key.          Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>

			devise a simple map; and use and construct basic symbols in a key.			
<b>History</b>		<p><u>Autumn 2:</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p><u>Spring 1:</u></p> <p>1b: Significant historical events, people and places in their own locality.</p>			<p><u>Summer 2:</u></p> <p>Events beyond living memory that are significant nationally or globally.</p>
<b>Art</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>					
<b>Art</b>	<p><u>Autumn 1:</u> <b>Colour Mixing</b> Group dinosaurs using different colours and shades Design your own dinosaur-sketch books</p>	<p><u>Autumn 2: Drawing</u> Experiment with a range of drawing tones, shades, lines, texture etc. Self portraits. Portraits of the Queen. Explore a range of artists who have drawn/painted the Queen.</p>	<p><u>Spring 1:</u></p> <p><b>Rubbings</b> - explore various materials in and around the school. Take part in arrange of rubbings with wax crayons.</p>	<p><u>Spring 2:</u> <b>African art</b>, sunsets, safari animals, masks etc. Study the artist - Yinka Adeyemi. Study the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and</p>	<p><u>Summer 1:</u> <b>Drawing</b></p> <p>Observational drawings of fruit/plants</p> <p>Arcimboldo - fruit faces (Kingsteignton)</p>	<p><u>Summer 2:</u></p> <p>Sketching boats/light houses and then use a range of media</p> <p>Seaside collages/clay plaques</p>

					Making links to their own work African patterns - regular and irregular (Kingsteignton).				
<b>DT</b>	<u>Autumn 1:</u> Make a moving dinosaur	<u>Autumn 2:</u> Design and make a crown for the Queen	<u>Spring 1:</u> Design and make the pigs houses choosing from a range of materials- science fair test  Textiles - 3 little pigs scene (Kingsteignton)	<u>Spring 2:</u>  Linked to art:  Design and make an African mask/jewellery	<u>Summer 1:</u> Food tech: Fruit salad, grow and eat own salad, fruit palm trees. Textiles: Make fun felt fruit for Reception role play. Cut, stick	<u>Summer 2:</u>  Design and make a lighthouse? Titanic models			
<b>Music</b>	Charanga: Hands, feet, heart	Charanga: Ho, Ho, Ho  Christmas production songs	Charanga: I wanna play in a band	Charanga: Zoo time  African music African drums	Charanga: Friendship song	Charanga: Reflect, rewind, replay Music Food Fest BBC teach			
<b>Computing</b>	Unit 2.1 Coding  5 Weeks	Unit 2.2 Online Safety  3 weeks	Unit 2.3 Spreadsheets  5 weeks	Unit 2.4 Questioning  5 weeks	Unit 2.5 Effective Searching  3 weeks	Unit 2.6 Creating Pictures  5 weeks	Unit 2.7 Making Music  3 weeks	Unit 2.8 Presenting Ideas  4 weeks	<b>Optional</b> Unit 3.9 Presenting with Google Slides  5 weeks
<b>R.E</b>	Who is a Muslim and how do they live? Part 1	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? Part 2	Why does Easter matter to Christians?	What is the good news Christians believe Jesus brings?	What makes some places sacred to believers?			
<b>PSHE (New Jigsaw)</b>	<b>Being me in my world:</b> Who am I and how do I fit?	<b>Celebrating Difference:</b> Respect for similarity & difference. Anti-bullying. Being unique	<b>Dreams and Goals</b> Aspirations, goals, emotions	<b>Healthy Me</b> Being healthy & keeping safe	<b>Relationships</b> Building positive, healthy relationships	<b>Changing Me</b> Coping positively with change SRE			

<b>PE</b>	<i>Indoor: Gymnastics Outdoor: Playground games</i>	<i>Indoor: Dance Outdoor: Sending and receiving</i>	<i>Indoor: Circuit training Outdoor: Co- ordination/bal l skills</i>	<i>Indoor: Dance Outdoor: Game sense</i>	<i>Indoor: Gymnasti cs Outdoor: Invasion Games</i>	<i>Indoor: Dance Outdoor: Rallying</i>
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