
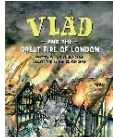
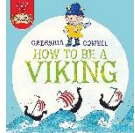

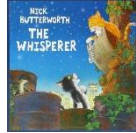
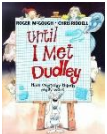


## Year 2 Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b> (Including high quality texts)	Traditional Tales and Twisted Tales – comparisons, story structure and creative writing 	Vlad and The Great Fire of London – diary writing Poetry: Puffin Book of Poems – food poems 	March of the Penguin – non-fiction writing, information texts  Dangle – openers, descriptive writing and exploring emotions	How to be a Viking – adverbs Persuasive letter writing – developing use of paragraphs 	The Owl Who Was Afraid of the Dark – settings, character description and writing dialogue    The Whisperer	The Dark – suspense writing  Until I Met Dudley – explanation writing 
<b>Maths</b>	<i>Maths is taught following the White Rose scheme of learning to sequence themes and is supplemented by other resources.</i>					
	Number: Place Value Number: Addition and Subtraction Geometry: Shape	Measurement: Money Number: Multiplication and Division Measurement: Length and Height Measurement: Mass, Capacity and Temperature			Number: Fractions Measurement: Time Statistics Geometry: Position and Direction	
<b>Science</b>	Materials	Planting for Spring	Animal Adaptations - water, exercise, healthy diet, air	Plants – seeds, food and looking at bulbs (review of earlier planting), light, water, temperature	Living Things and their Habitats	
<b>Theme (History &amp; Geography)</b>	<u>Houses and Homes</u> – sequencing artefacts  <u>The Great Fire of London</u> – using historical sources, Samuel Pepys, sequencing events, key events from our lives, exploring paintings, comparing London past and present.  London focus – map work - exploring key buildings and locations, creating maps.		<u>Antarctica</u> – comparisons to Witney and London, map skills, continents and oceans  <u>Explorers</u> – Robert Scott, Roald Amundson and Preet Chandi – comparisons and reliability of sources of information			
<b>Art</b>	Self Portraits Great Fire of London Silhouettes				Landscapes (garden) – collaborative work Artist: Monet	

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D.T		Tudor Houses – design, make and evaluate				Mini-beast hotels – design, make and evaluate	
R.E.	Are some stories more important than others? (Old Testament stories)	Is there a true meaning to Christmas?	Why do some people follow Jesus?	Why do we celebrate Easter?	How do you spend your weekend? (Judaism – focus on Shabbat)	How did Moses help the Israelites? Was he a good role model? (Judaism)	
Music	Our Music curriculum follows the ‘Charanga’ units of work.						
	Hands, feet, heart (Afro pop/ South African)	Christmas Songs Performance)	I wanna play in a band (Rock)	Zootime (Reggae)	Friendship Song (Pop)	Reflect, Rewind and Replay (Classical western music)	
P.E.	P.E. is taught following the ‘Real P.E.’ scheme.						
	Personal Coordination (footwork) Static balance (one leg)	Social Dynamic balance to agility (jumping and landing) Static balance (seated)	Cognitive Dynamic balance (on a line) Static balance (stance)	Creative Coordination (ball skills) Counterbalance (with a partner)	Physical Coordination (sending and receiving) Agility (reaction/ response)	Health and Fitness Agility (ball chasing) Static balance (floor work)	
	Real Gym Balance (Toy Box) Travel (Jungle Trip)		Real Gym Flight (Park Life) Rotation (The Big City)		Real Dance Shapes solo, circles solo, partnering shapes, partnering circles, artistry abstraction, artistry (making)		
Computing	Purple Mash Computing schemes of work are used to deliver our Computing curriculum.						
	Whilst some elements of Computing are taught discretely, others are covered as part of wider curriculum learning.						
	Coding (using 2Code)	Online Safety	Spreadsheets (using 2Calculate)	Questioning (using 2Question and 2Investigate)	Effective Searching	Creating Pictures (using 2Paint A Picture)	Making Music (using 2Sequence)
	• Understand that algorithms are implemented as programs on digital devices. • Understand that programs execute by following precise and unambiguous instructions. • Debug simple programs. • Use logical reasoning to predict the behaviour of simple programs			• Use technology purposefully to organise digital content. • Use technology purposefully to manipulate digital content. • Use technology respectfully. • Understand where to go for help and support when they have concerns about content or contact on the internet or other online technologies.			

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P.S.H.E	<p><i>Our PSHE and Wellbeing curriculum is delivered through the programme 'SCARF' – Safety, Caring, Achievement, Resilience, Friendship.</i></p> <p><i>Each year group covers the same overarching theme for the term, with age appropriate differentiated content.</i></p>					
	<p><i>Me and My Relationships:</i></p> <ul style="list-style-type: none"> <li>• Our ideal classroom</li> <li>• How are you feeling today?</li> <li>• Let's all be happy</li> <li>• Being a good friend</li> <li>• Types of bullying</li> <li>• Don't do that!</li> </ul>	<p><i>Valuing Difference:</i></p> <ul style="list-style-type: none"> <li>• What makes us who we are?</li> <li>• My special people</li> <li>• How do we make others feel?</li> <li>• When someone is feeling left out</li> <li>• An act of kindness</li> <li>• Solve the problem</li> </ul>	<p><i>Keeping Safe:</i></p> <ul style="list-style-type: none"> <li>• Harold's picnic</li> <li>• How safe would you feel?</li> <li>• What should Harold say?</li> <li>• I don't like that!</li> <li>• Fun or not?</li> <li>• Should I tell?</li> </ul>	<p><i>Rights and Respect:</i></p> <ul style="list-style-type: none"> <li>• Getting on with others</li> <li>• When I feel like erupting</li> <li>• Feeling safe</li> <li>• Playing games</li> <li>• Harold saves for something special</li> <li>• How can we look after our environment?</li> </ul>	<p><i>Being my Best:</i></p> <ul style="list-style-type: none"> <li>• You can do it!</li> <li>• My day</li> <li>• Harold's postcard – helping us to keep clean and healthy</li> <li>• Harold's bathroom</li> <li>• What does my body do?</li> <li>• Basic first aid</li> </ul>	<p><i>Growing and Changing:</i></p> <ul style="list-style-type: none"> <li>• A helping hand</li> <li>• Sam moves away</li> <li>• Haven't you grown!</li> <li>• My body, your body</li> <li>• Respecting privacy</li> <li>• Some secrets should never be kept</li> </ul>