

Year 2 Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	<p>Habitats STEM <i>Recall work on plants and animals from R and 1.</i></p> <ul style="list-style-type: none"> 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 kinds of animals and plants and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats <p>Habitat = natural environment Microhabitat = very small habitat Look at both familiar and unfamiliar habitats Describe conditions in habitats – how does that affect the number and type of animals and plants living there?</p>	<p>Living things STEM <i>Recall carnivore, herbivore, omnivore from 1T6.</i></p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead and things that have never been alive Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Characteristics of living things that keep them alive and healthy. Life processes of living things Living things depend on each other Work scientifically – sorting and classifying things according to whether they were ever alive. Record findings using a chart</p>	<p>Animals inc humans STEM <i>Recall human body and senses from RT1 and 1T1. Recall work on animals throughout R: T1-farm and pets; T2-woodland; T4-jungle; T6-insects and growth of animals from babies (butterflies). Recall animal classification and carnivore, herbivore, omnivore from 1T6.</i></p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults (focus on growth) 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. <p>Importance of exercise and nutrition (link back to living things) Work scientifically – observing how different animals grow, ask questions about what things animals for survival and what humans need to stay healthy, suggest ways to find answers to their questions</p>	<p>TRISCIENCE Everyday materials STEM <i>Recall materials work from RT3 – names of different materials, basic properties. Materials discussed for STEM designing and building when choosing appropriate materials. Recall further materials work from 1T3 describing physical properties of different materials.</i></p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, 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 <p>Become familiar with materials being used for more than one thing (metal for coins, cars, table legs) or different materials being used for the same thing (metal, wooden and plastic spoons) sustainability Work scientifically – compare uses of everyday materials in and around school with those elsewhere – home, identify and classify the uses of different materials, record observations</p>	<p>Bees STEM <i>Recall animals inc humans 2T3</i></p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults (focus on growth) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Importance of bees for plants Bee hotel Compare bee babies to other babies Plant bee friendly plants</p>	<p>Plants STEM <i>Recall work on plants from RT2 (planting bulbs), RT4 (jungles), RT6 (growing vegetables) and observing plants throughout Forest School. Recall plants 1T5 – identifying, naming and describing common plants and trees.</i></p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Use local environment throughout the year to observe how different plants grow. Introduce the children to the requirements for germination, growth and survival as well as reproduction and growth in plants. Work scientifically – observe and record with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, observe similar plants at different stages of growth, set up comparative tests to show that plants need light and water to stay healthy.</p>



History	<p>Victorians <i>Recall royal family and IKB</i> Queen Victoria – longest reigning monarch at that point in time Industry – look at things that were invented and how we use them today e.g. Steam ships Link back to IKB Link back to royal family from R</p> <ul style="list-style-type: none"> • Understand what a monarch is • Understand who Queen Victoria was and why she was important • Understand when the Victorian era was and why it is so significant • Identify key inventions and developments from the Victorian era • Compare life in Victorian Britain to life today 		<p>Mary Seacole, Florence Nightingale <i>Recall war, people who help us, misinformation</i> Impact of women as important people</p> <ul style="list-style-type: none"> • Understand who Florence Nightingale was and what she did • Understand who Mary Seacole was and what she did • Compare the roles of Florence Nightingale and Mary Seacole • Discuss the accuracy and reliability of sources • Compare nursing in the 1800s and the present day 		<p>Great Fire of London <i>Recall capital cities, timeline, sources, materials</i> event beyond living memory that is significant nationally or globally</p> <p>Explain how and why London was different in the 17th Century Explore changes that happened because of the fire Understand how we know about the fire today</p> <ul style="list-style-type: none"> • Compare London in 1666 and in the present day • Understand what the Great Fire of London was • Explain why the Great Fire of London happened • Investigate the role of Samuel Pepys in our knowledge of the Great Fire of London • Understand how history impacts our future 	
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Geography		<p>UK <i>Recall towns, cities, villages from R, Map and globe work from Y1</i> Capital cities of the four countries Characteristics of four countries UK surrounding seas Physical and human features Wellington focus – what are the landmarks</p> <ul style="list-style-type: none"> Locate and describe the UK Identify the characteristics of England, Wales, Scotland and Northern Ireland (capital city, patron saint, flower, flag, animal, landmarks) 		<p>Maps <i>Recall right and left, maps from R and Y1, landmarks from Y1 and trips to the pond, church, farmhouse etc.</i> Compass points Symbols Key physical and human features (from last geog) – can we spot them? Aerial photographs</p> <ul style="list-style-type: none"> Use the compass directions to describe the location of countries in the UK and Wellington Compare aerial photographs and maps Differentiate between physical and human features of geography Explore the local area and locate key features and landmarks Create a map using symbols and compass points 		<p>Non-European country – China <i>Recall world map, globe, continents, oceans, seas, capital cities, Kenya, UK, human and physical features, Great Fire of London</i> World map Globes Recap seven continents and 5 oceans Identify hot and cold areas based on Equator and North and South poles Comparing with Wellington (T2) Compare homes (link back to The World in Y1)</p> <ul style="list-style-type: none"> Understand key features of a world map and locate China Describe the geographical features of China Explore the design and structure of Beijing Identify human and physical geographical features in China Compare the structure of capital cities (London, Beijing)
RE	<p>Judaism <i>Recall RE from R. Recall Judaism RT1; recall Rosh Hashanah RT1 and Hannukah RT2</i> Icons <i>What are the main symbols of Judaism?</i></p> <ul style="list-style-type: none"> Menorah Mezuzah Hamsa Star of David 	<p>Hinduism <i>Recall RE from R and previous term/s, specifically, Hinduism and Diwali RT2.</i> Stories <i>What is the Hindu creation story?</i></p> <ul style="list-style-type: none"> Vishnu and Brahma creating the world 	<p>Buddhism <i>Recall RE from R and previous term/s, specifically, Buddhism RT3</i> Buildings and symbols What happens inside a Buddhist Temple? <i>What are the main symbols of Buddhism?</i></p> <ul style="list-style-type: none"> Buddhist temple Symbols in the temple Why people visit the temple 	<p>Christianity <i>Recall RE from R and previous term/s, specifically, Christmas RT2, Shrove Tuesday RT3 and Easter and Christianity RT4. Recall visit to church RT2 and RT4</i> Celebrations, festivals and food <i>What is the true meaning of Easter?</i></p> <ul style="list-style-type: none"> Easter Story Different Easter days and how and why they are celebrated 	<p>Islam <i>Recall RE from R and previous term/s, specifically, Islam and Eid RT5</i> Worship and sounds <i>What is so special about how Muslims pray?</i></p> <ul style="list-style-type: none"> Where Muslims worship How they worship When they worship 	<p>Sikhism <i>Recall RE from R and previous term/s, specifically, Sikhism RT6</i> Beliefs <i>What can you find out about the Sikh holy book (Guru Granth Sahib)?</i></p> <ul style="list-style-type: none"> Guru Granth Sahib



Art	Drawing McCroskey <ul style="list-style-type: none"> develop and use an increasing range of marks, lines and patterns use a range of media 	Painting Klee <ul style="list-style-type: none"> select from a range of brushes to suit a given task apply paint in a range of strokes, dots, lines and washes mix secondary colours in a range of tones evaluate your own artwork mix paint to match a given sample vary the thickness of paint 	Texture Max Ernst - frottage <ul style="list-style-type: none"> experiment with combinations of materials use scissors accurately to cut out shapes for attaching attach fabrics or paper in a variety of different ways combine materials into a mixed media image 	Drawing <ul style="list-style-type: none"> draw things you see, know and remember with increasing confidence explore and experiment with scale begin to compare own and others' work carefully observe when drawing; noting shape and scale of the original 	Pattern Romero Britto <ul style="list-style-type: none"> make printed marks with a variety of objects make simple printing blocks for mono and two tone printing (potato printing) make repeating and rotating patterns express likes and dislikes regarding everyday design in textiles 	Texture Michelle Stitzlein recycled and found object <ul style="list-style-type: none"> experiment with combinations of materials use scissors accurately to cut out shapes for attaching attach fabrics or paper in a variety of different ways combine materials into a mixed media image
DT		STEM Follow engineering process to think, design, build, test and improve: Christmas decoration – what should it be made from? How will it hang?	STEM Follow engineering process to think, design, build, test and improve: Cooking – healthy balanced meal. What is a healthy meal? What ingredients do we need? Science – Lesson 6	STEM Follow engineering process to think, design, build, test and improve: Easter baskets – need to make something to collect Easter eggs in. Link to science – selecting material. Link to RE – Easter. RE lesson 5	STEM Follow engineering process to think, design, build, test and improve: House – GFL History – Lesson 6 Bug hotel – Science Bees Science – Lesson 2	STEM Follow engineering process to think, design, build, test and improve: Make jam with the strawberries that they pick Cream tea
Music	We use Charanga to deliver our Music curriculum.					
	Exploring Simple Patterns How does music help us make friends?	Focus on Dynamics and Tempo How does music teach us about the past?	Exploring Feelings Through Music How does music make the world a better place?	Inventing a Musical Story How does music teach us about our neighbourhood?	Music That Makes You Dance How does music make us happy?	Exploring Improvisation How does music teach us about looking after our planet?
PE	Fundamental skill development Throwing Catching Coordination	Dance Developing and sequencing a range of movement patterns	Fundamental skill development balance agility coordination	Circuit training Change direction Combine and choose skills	Developing simple tactics for attacking and defending Participate in simple team games	Sports Day Preparation Strength, technique and fitness <ul style="list-style-type: none"> - running - throwing - jumping



PSHE	We use Jigsaw PSHE to deliver our PSHE curriculum.					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	We use Teach Computing to deliver our Computing curriculum.					
	Computing systems and networks – IT around us Recognise uses and features of IT Identify IT in school and beyond school Explain how IT helps us Explain how to use IT safely	Creating media – digital photography Use a digital device to take a photograph Make choices when taking a photograph Describe what makes a good photograph Decide how photographs can be improved Use tools to change an image Recognise that photos can be changed	Programming A – robot algorithms Describe a series of instructions as a sequence Explain what happens when we change the order of instructions Use logical reasoning to predict the outcome of a program Explain that programming projects have code and artwork Design an algorithm Create and debug a program that I have written	Data and information – pictograms Recognise that we can count and compare objects using tally charts Recognise that objects can be represented as pictures Create a pictogram Select objects by attributes and make comparisons Recognise that people can be described by attributes Explain that we can present information using a computer	Creating media – making music Say how music can make us feel Identify that there are patterns in music Show how music is made from a series of notes Create music for a purpose Review and refine music	Programming B – an introduction to quizzes Explain that a sequence of commands has a start and an outcome Create a program using a given design Change a given design Create a program using my own design Evaluate my project