

## Year 2 - Long Term Plan 2024/25

	<b>Whole School Topic</b> 1week 2 days	<b>Aut 1</b> 16/9-25/10 6weeks	<b>Aut 2</b> 5/11-20/12 7weeks	<b>Spring 1</b> 6/1-13/2 6weeks	<b>Spring 2</b> 24/2-4/4 6weeks	<b>Summer 1</b> 22/4-22/5 5weeks	<b>Summer 2</b> 3/6-24/7 7weeks 4 day
<b>Key Dates</b>		Harvest Festival Black History Month (Oct)	children in Need 15th Nov Anti Bullying week 11 <sup>th</sup> -15 <sup>th</sup> (Choose Respect) Diwali 1st Nov Bonfire Night 5th Nov Remembrance 11th Nov	Chinese New Year 29th Jan (Year of the Snake) Children's Mental Health Week 3 <sup>rd</sup> -9 <sup>th</sup> February	children's Mental Health week 5th - 11th Feb Red nose day 17th March Shrove Tuesday 4 <sup>th</sup> March Mother's Day 30th March Easter Fri 17th Sun 20 <sup>th</sup> April	Earth day 22 <sup>nd</sup> April	Fathers day 15th June Pentecost 8 <sup>th</sup> June
<b>Topic</b>	<b>The Dot / Damien Hirst</b>	<b>Rainforest</b> Layers/animals	<b>Rainforest</b> Deforestation  <b>Diwali</b> <b>Remembrance</b> <b>Christmas</b>	<b>Great Explorers - Antarctic</b>	<b>Great Explorers - Sea and Air</b>	<b>WMGBG?</b> <b>Florence Nightingale</b>	<b>WMGBG</b> <b>Great Fire of London &amp; Rebuilding London &amp; Transition (Creswell)</b>
<b>Curriculum Driver</b>		<b>Geography/Science</b>		<b>History/Geography</b>		<b>History</b>	<b>History/Geography</b>
<b>Key Questions</b>		1. Name all the continents and oceans 2. Name the layers of the Amazon Rainforest 3. How is the Amazon Rainforest different to the British Woodland		1.What physical and human features can you find in Creswell? 2.How are Creswell and the Antarctic different?		1.Who was Florence Nightingale and why was she important?	1.When was the GFOL? 2. How did it start/end? 3. How do we know about the GFOL?

		<b>Conceptual:</b> Would you like to visit the Amazon rainforest and why?		3.Can you name someone who has explored Antarctica and what can you tell us about them? <b>Conceptual:</b> Would you have liked to have been on Scott's team? Why?	2.How are our hospitals different to the Scutari hospital? 3.How was Florence Nightingale recognised for her work? <b>Conceptual:</b> What would you have seen and heard if you went to visit Scutari Hospital?	<b>Conceptual:</b> What did people learn from the GFOL?
<b>Learning Environment</b>		Rainforest area Vines, leaves, flowers, animals Writing opportunities - expanded noun phrases, adj, ABC .		Large map of world, globe Timeline of explorers Land/sea/air working display Writing opportunities - Sentence structure, presentation, spelling, ABC .	Timeline of events Maps of Britain/Europe Writing opportunities - sentence structure - extending sentences with conjunctions, presentation, making sense.	
<b>Launch</b>		Hook – letter from the Forest Ranger. Various work areas to complete 4 ranger activities. Take photos for next day		Reveal – bag, compass, map, food, etc Make compass, design explorer map, photos & flags of explorers to study, hidden around grounds. End of day reveal term's topic.		
<b>Visit / Visitors</b>		<b>Zoolab</b>		<b>The Deep</b>	<b>Fire Museum</b> <b>Magna? (science Obj)</b>	
<b>Showcase</b>	Whole school Art Exhibition	Rainforest Exhibition Christmas Performance		3D map of their own choice using human and physical features		Leavers assembly
<b>Text / Visual Literacy</b>	The Dot	Tiger Tiger Burning Bright The Climbers The Kapok Tree Tin Forest One day on our Blue Planet -In the rainforest	The Emerald Forest Theres a Rang-Tan in my bedroom  We build our homes We travel so far The clue is in the poop	Exploring Antarctica Emperor on the ice Einstein the penguin Geronimo (David Walliams)	Amelia Earhart (Little people big dreams) Taking Flight: How the Wright brothers conquered the	Florence Nightingale (Lucy Lethbridge Coming to England (Floella Benjamin) London Children's map  Pop up London Toby & the great fire of London (Margerat Nash) The Great Fire of London (Anniversary edition of the Great Fire 1666) A street through time Dear Earth



<p><b>Make predictions</b> - Use their observations and ideas to make predictions. Use understanding of what has been observed or own experience to predict outcomes of further actions or observations.</p> <p><b>Decide how to carry out an enquiry</b> - Identify things to measure or observe that are relevant to the questions or ideas they are investigating using a simple test. Suggest a practical way of how to find things out, or collect data to answer a question or idea they are investigating</p> <p><b>Make measurements</b> - Observe closely and use equipment provided for observation and measuring correctly. Make measurements using non-standard and standard units of measure.</p> <p><b>Record data</b> - Record findings as drawings, photographs, labelled diagrams, orally, as displays or in simple prepared tables or charts.</p> <p><b>Present data</b></p> <p>Gather and record data in appropriate ways with increasing independence to help in answering questions.</p> <p><b>Answer questions using data</b> - Use understanding of what has been observed or own experience/ideas to answer questions.</p> <p><b>Draw conclusions</b> - Respond to suggestions to identify some evidence needed to answer a question</p>						
<p><b>History</b> (Incl significant individuals / events)</p>		<p><b>Black History month</b> - To describe the life of a significant individual and explain how they have contributed to national and international achievements.</p>	<p><b>Remembrance</b>  <b>Christmas</b> events beyond living memory that are significant nationally or globally [for example, events commemorated through festivals or anniversaries]</p>	<p>To describe the life of a significant individual and explain how they have contributed to national and international achievements. (Ernest Shackleton, Scott of the Antarctic, Captain James Cook, Amelia Earhart) Order events in a period of history studied and begin to recall the dates of important events. Ask and answer questions about a range of historical sources. Show increased knowledge and understanding of events beyond living memory through simple recording using text and drawings</p>	<p>To describe the life of a significant individual and explain how they have contributed to national and international achievements. Use famous historical figures to compare aspects of life in different times. (Florence Nightingale) Compare how their own life is different from past generations of their own family.</p>	<p>Show increased knowledge and understanding of events beyond living memory through simple recording using text and drawings. Build a bigger picture of a historical period using a range of source material. Describe changes in the local area during their own lifetime and that of their parents and grandparents.</p>
<p><b>Geography</b></p>		<p>Review prior learning naming and locating countries of the United Kingdom and its surrounding seas. Locate and name the world's 7 continents and five oceans on a world map and identify countries related to topics on a map/globe. Identify seasonal weather patterns in the United Kingdom and compare with countries from around the world. Collect and organise simple data from first and second hand sources including fieldwork.</p>		<p>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name, describe and compare human and physical of another named place, asking and responding to questions. Draw simple maps or plans using symbol for a key. Use compass directions (North, South, East and West) to describe the location</p>	<p>Use maps, pictures and stories and the internet to find out about different places. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas and seas.</p>	

			of geographical features and routes on a map. Use information texts and the web to gather information about the world's human and physical geography.		
Art and Design	Sculpture Damien Hirst Skull		Sketch, paint, collage Artist Study: Gustav Klimt - The Tree of Life Book for stimulus	Sketch, paint, printing Artist Study: Andy Warhol - Pop Art Book for stimulus	Sketch, paint, Sculptures Artist study: Georgia O'Keefe - Poppies/roses  Book for stimulus
DT		Cooking & Nutrition The World came to our place book Where food comes from. Need for variety of foods. Working hygienically to make dishes from other countries.		Mechanisms Diorama of Arctic exploration - Levers and pulleys	Structures
PE (See Real PE, Samba and Bolsover Partnership planning)	P.E Provider – fundamentals Knows how to apply and combine a variety of skills (to a game situation) e.g. throwing and catching Understands strong spatial awareness. Explores and creates different pathways and patterns- on feet and hands and feet. Uses equipment in a variety of ways to create a sequence. Link movements together to create a sequence including balance, travel, jump and roll. Can balance showing good tension and control on front and back. Explore shape in the air when jumping and landing with control. Develop control in different rolls (as year 1). Begin to develop a forward roll. Real P.E. Unit 1 Personal Unit 2 Social			P.E. Provider Knows how to sequence and remember a short dance. Can describe a short dance using appropriate vocabulary. Real P.E Dance unit 1/unit 4 Creative Copies and explores basic movements with clear control. Varies levels of speed and direction in sequence. Can vary the size of their body shapes. Uses space well and negotiates space clearly. Responds imaginatively to stimuli. Real P.E. Unit 3 Cognitive	
				P.E. Provider Knows how to develop own games with peers. Understands the importance of rules in games and knows how to work co-operatively in teams. Beginning to develop an understanding of attacking/defending. Real P.E. Unit 5 Physical Unit 6 Fitness  Sports day	

<b>Music</b>	Piece of music to reflect artwork Listening to music for enjoyment	Sparkyard Time to play, exploring pulse and rhythmic patterns  Harvest Festival - Church performance	Christmas Church and school Performance	Sparkyard Musical moods and pictures	Easter - Church performance	Sparkyard Exploring pitch and melody.	
<b>RE</b> The last week of each half term (English focus where poss)		Key question 1.8 How should we care for others and the world and why does it matter <b>(Christianity, Islam and Judaism)</b>	Key Question 1.6 How and why do we celebrate special and sacred times Part 2 (Harvest, Christmas story) <b>(Christianity)</b>		Key Question 1.1 Who is a Christian and what do they believe part 2 (Easter story) <b>(Christianity)</b>	Key Question 1.4 What can we learn from sacred books <b>(Christianity, Islam and Judaism)</b>	Key Question 1.2 Who is a Muslim and what do they believe? Part 2 <b>(Islam)</b>
<b>PSHE</b> (See Jigsaw planning)	Jigsaw: Being Me; Celebrating differences			Jigsaw: Dreams and Goals; Healthy Me		Jigsaw: Relationships; Changing me.	
<b>Computing</b> (See Purple Mash planning)		Y2 - 2.1 Coding	Y2 -2.2 Online Safety - 2.3 Spreadsheets	Y2 - 2.4 Questioning - 2.5 Effective searching	Y2 - 2.6 Creating Pictures	Y2 - 2.7 Making Music	Y2 - 2.8 Presenting Ideas
		<b>Aut 1</b>	<b>Aut 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>