

## Year 2 - Long Term Plan 2024/25

	Whole School Topic 1week 2 days	<b>Aut 1</b> 16/9-25/10 6weeks	<b>Aut 2</b> 5/11-20/12 7weeks	Spring 1 6/1-13/2 6weeks	Spring 2 24/2-4/4 6weeks	Summer 1 22/4-22/5 5weeks	<b>Summer 2</b> 3/6-24/7 7weeks 4 day
Key Dates	,	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
Topic	The Dot / Damien Hirst	Rainforest Layers/animals	Rainforest Deforestation  Diwali Remembrance Christmas	Great Explorers - Antarctic	Great Explorers - Sea and Air	WMGBG? Florence Nightingale	WMGBG Great Fire of London & Rebuilding London & Transition (Creswell)
Curriculum Driver		Geography/Science		History/Geography		History	History/Geography
Key Questions		<ol> <li>Name all the continents and oceans</li> <li>Name the layers of the Amazon Rainforest</li> <li>How is the Amazon Rainforest different to the British Woodland</li> </ol>		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?

		Conceptual: Would y Amazon rainforest a		3.Can you name son explored Antarctic you tell us about the Conceptual: Would have been on Scot	ca and what can hem? d you have liked to	2.How are our hospitals different to the Scutari hospital? 3.How was Florence Nightingale recognised for her work?  Conceptual: What would you have seen and heard if you went to visit Scutari Hospital?	Conceptual: What did people learn from the GFOL?
Learning Environment		Vines, leaves, f Writing opportuniti	est area lowers, animals es – expanded noun ases, ABC .	Large map of world, globe Timeline of explorers Land/sea/air working display Writing opportunities - Sentence structure,		Timeline of events  Maps of Britain/Europe  Writing opportunities - sentence structure - extending sentences with conjunctions, presentation, making sense.	
Launch			the Forest Ranger. to complete 4 ranger notos for next day	presentation, spelling, ABC.  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.			
Visit /		Zoo	olab		Deep	Fire Museum	
Visitors						magn	<mark>a? (science Obj)</mark>
Showcase	Whole school Art Exhibition	Rainforest Christmas F		3D map of their own choice using human and physical features			Leavers assembly
Text / Visual Literacy	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

Writing		Up in the canopy  Recount - launch	Tree of wonder Lets save the amazon What the Macaw saw  Leaflet	Lost and Found The Polar Bear Son Shakleton's Journey Race to Pole non fiction Narrative	skies (Adam Hancher) Newspaper article	Florence Nightingale- Famous Lives (Usborne)  Speech bubbles	The world came to my place today The Baker's Boy GFOL The GFOL (Emma Adams) Time line
Outcomes (Also see Writing MTP, Weekly Guided Reading planning and ELS Phonics Planning)		day Acrostic poem Shape poem Fact file / Poster Riddle Narrative	Report Letter Remembrance poem Christmas story - Innovate Instructions - christmas	Diary Entry Newspaper article Poem	Recount Recount of visit Focus on writing	Letter Newspaper article Narrative Shape poems	Poetry Instructions Recount Performance script
Maths (See WRM planning and weekly planning)	Place Value	Place Value	Addition and Subtraction & Shape	Money Multiplication & Division	Length & Height  Mass, capacity & temperature	Fractions Time	Statistics Geometry
Science		pla Know the names of a von habitats, inch Know how plants nee suitable temp to gr Know about the differ their local environmen Know about the germin of plants inc the proce know that seeds and grow but most of	nation, growth, survival ss of reproduction, e.g. I bulbs need water to do not need light	in their habitats, Know that animals offspring that of Know that animals from plants and oth idea of a simple foo and name differer Identify that most habitats, to which describe how differ for the basic needs of animals and pla	a variety of animals inc micro habitats. s, inc humans have grow into adults. s obtain their food er animals, using the od chain and identify at sources of food. It living things live in they are suited and rent habitats provide s of different kinds ants, and how they each other.	are living, de Know the basic r for survivo Know the im exercise, ead different type  Know the suitable materials, inc brick, rock, po Know how the se from some ma	rence between things that ead and never been alive. heeds of animals, inc humans, all (water, food and air). hoportance for humans of the right amounts of s of food and hygiene. (see Jigsaw). Hity of a variety of everyday wood, metal, plastic, glass, paper and cardboard for articular uses. hapes of solid objects made terials, can be changed by ing, twisting and stretching.
Working Scientifically			ferent conditions cinth	Melti British scier	t/investigation Experiment/investigatio ting ice Materials that let light through / suitence week 7th for Florence Nightengal		ght through / suitable for a lamp
	Working Scientifi Ask questions - A	ically Ask simple questions and	recognise that some can	be answered in a varie	ety of ways.		

Make predictions - 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.

**Decide how to carry out an enquiry -** 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

Make measurements - Observe closely and use equipment provided for observation and measuring correctly. Make measurements using non-standard and standard units of measure.

Record data - Record findings as drawings, photographs, labelled diagrams, orally, as displays or in simple prepared tables or charts.

Present data

Gather and record data in appropriate ways with increasing independence to help in answering questions.

Answer questions using data - Use understanding of what has been observed or own experience/ideas to answer questions.

**Draw conclusions** - Respond to suggestions to identify some evidence needed to answer a question

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History	Black History month	Remembrance	To describe the life of a significant	To describe the life	Show increased knowledge
(Incl significant	- To describe the life		individual and explain how they have	of a significant	and
individuals / events)	of a significant	Christmas	contributed to national and international	individual and explain	understanding of events
	individual and explain	events beyond living	achievements.	how they have	beyond living
	how they have	memory that are	(Ernest Shackleton, Scott of the	contributed to	memory through simple
	contributed to	significant nationally	Antarctic, Captain James Cook, Amelia	national and	recording using text and
	national and	or globally [for	Earhart)	international	drawings.
	international	example, events	Order events in a period of history	achievements.	Build a bigger picture of a
	achievements.	commemorated	studied and begin to recall the dates of	Use famous historical	historical period
		through festivals or	important events.	figures to compare	using a range of source
		anniversaries]	Ask and answer questions about a range	aspects of life in	material.
			of historical sources.	different times.	Describe changes in the
			Show increased knowledge and	(Florence Nightingale)	local area during
			understanding of events beyond living	Compare how their	their own lifetime and that
			memory through simple recording using	own life is different	of their parents
			text and drawings	from past generations	and grandparents.
				of their own family.	
Geography	Review prior learning n	aming and locating	Location of hot and cold areas of the	Use maps, pictur	es and stories and the
5 5 5 5 C F F F F F F F F F F F F F F F	countries of the united	d kingdom and its	world in relation to the Equator and the	internet to find ou	t about different places.
	surrounding and seas.		North and South Poles.	Name, locate and ider	ntify characteristics of the
	Locate and name the w	orld's 7 continents and	Name, describe and compare human and	four countries and c	apital cities of the United
	five oceans on a world	map and identify	physical of another named place, asking	Kingdom and its sur	rrounding areas and seas.
	countries related to to	pics on a map/globe.	and responding to questions.		_
	Identify seasonal weat	her patterns In the	Draw simple maps or plans using symbol		
	United Kingdom and co	mpare with countries	for a key.		
	from around the world	•	Use compass directions (North, South,		
	simple data from first	_	East and West) to describe the location		
	sources including field	work.			

Art and Design	Sculpture Damien Hirst Skull		Sketch, paint, collage Artist Study: Gustav Klimt - The Tree of Life	of geographical feat map. Use information tex- gather information a human and physical g	ts and the web to about the world's geography.  Sketch, paint, printing Artist Study: Andy Warhol - Pop Art		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.	Book for stimulus	Mechanisms Diorama of Arctic exploration - Levers and pulleys	Book for stimulus	Structures	
PE (See Real PE, Samba and Bolsover Partnership planning)	Knows h skills († Unde Explores patte Uses equ Link sec Can bala ju Develop	P.E Provider - fundame now to apply and combine to a game situation) e.g. t catching erstands strong spatial a s and creates different   erns- on feet and hands uipment in a variety of w a sequence. I movements together to quence including balance jump and roll. Ince showing good tensio on front and back. Explore shape in the air imping and landing with c control in different roll legin to develop a forwar Real P.E. Unit 1 Personal	a variety of throwing and wareness. pathways and and feet. ays to create create a travel, and control when control. Is (as year 1).	Knows how to seque short  Can describe a sappropriate Real P.E Dance unity Copies and explore with clear control. Vand direction Can vary the size of Uses space well an clean clean Responds imagina Real	rovider nce and remember a dance. hort dance using vocabulary. t 1/unit 4 Creative es basic movements daries levels of speed in in sequence. f their body shapes. d negotiates space arly. atively to stimuli. P.E. Cognitive	Knows how to do Understands the ii knows how to w Beginning to d atto	P.E. Provider evelop own games with peers. mportance of rules in games and york co-operatively in teams. levelop an understanding of acking/defending. Real P.E. Unit 5 Physical Unit 6 Fitness  Sports day

Music	Piece of music	Sparkyard	Christmas Church and	Sparkyard	Easter - Church	Sparkyard	
Music	to reflect artwork Listening to music for enjoyment	Time to play, exploring pulse and rhythmic patterns  Harvest Festival - Church performance	school Performance	Musical moods and pictures	performance	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 (Christianity, Islam and Judaism)	Key Question 1.6 How and why do we celebrate special and sacred times Part 2 (Harvest, Christmas story) (Christianity)		Key Question 1.1 Who is a Christian and what do they believe part 2 (Easter story) (Christianity)	Key Question 1.4 What can we learn from sacred books (Christianity, Islam and Judaism)	Key Question 1.2 Who is a Muslim and what do they believe? Part 2 ( <b>Islam)</b>
PSHE (See Jigsaw planning)	Jigsaw	Jigsaw: Being Me; Celebrating differences		_	 and Goals; Healthy Ne	Jigsaw: Rela	tionships; Changing me.
Computing (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
		Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2