

Year Two Long Term Plan 2023 – 2024



	Autumn Term	Spring Term	Summer Term
	Autumn One: London Through the Ages Autumn Two: Our Life in the UK	Spring One: Fantastic Art-astic! Spring Two: Cool Caribbean	Summer One: Pirates Summer Two: Minibeasts
English	Book Spine Focus Text: <i>Autumn One:</i> The Day the Crayon's Quit (animation too) and Toby and the Great Fire of London <i>Autumn Two:</i> The Black Hat (animation too) and Rapunzel Genres: Familiar setting, Historical setting, Traditional Tale, Fairytale	Book Spine Focus Text: <i>Spring One:</i> The Lonely Beast and On the Way Home <i>Spring Two:</i> David Attenborough and Leaf Genres: Adventure. Moral tale/familiar setting, Biography, Fairy Tale, Tall Tales	Book Spine Focus Text: <i>Summer One:</i> Traction Man , A Small Tale- Abe and Alba (immersive unit linked to Punch drunk Theatre Company), Hummingbird, Caterpillar Shoes (Short Film) and A Songbird Dreams of Singing Genres: Comic Picture Book, Adventure, Non-Fiction, Animated Short Film, Poetry
Maths	Weeks 1-4: Place Value Weeks 5-9: Addition and Subtraction Week 10-12: Geometry (Shape)	Weeks 1-2: Measurement (Money) Weeks 3-7: Multiplication and Division Weeks 8-9: Measurement (Length and height) Weeks 10-12: Measurement (Mass, capacity and temperature)	Weeks 1-3: Fractions Weeks 4-6: Measurement (Time) Weeks 7-8: Statistics Week 9-10: Geometry (Position and Direction)
Science	<u>Uses of Everyday Materials</u> What materials should I use to make a (spoon, boat, coat)? Why can a spoon be made from wood, metal or plastic but not paper or card? How can you change the shape of an object?	<u>Spring One: Animals Including Humans</u> How can I group living things? Why do animals eat food? <u>Spring Two: (Plants)</u> How does a seed change once it is 'planted'? What makes a healthy plant?	<u>Living Things and Their Habitats</u> How can animals be grouped? How can plants be grouped? Compare between things that are living, dead and have never been alive Why are living things different colours? What living conditions do woodlouse live in?
	<u>Ongoing</u> Working Scientifically		
History	<u>Autumn One: Key Events in London's History</u> What does learning about The Great Fire of London tell you about present- day London? Substantive Concepts: Building, City, Commemoration, Ruler (King), Technology. Why was Guy Fawkes' failure so important? Substantive Concepts: Commemoration, Ruler (King), Religion, Treason	<u>Spring One: Cool Caribbean</u> How did the lives of Florence Nightingale and Mary Seacole differ? Substantive Concepts: Commemoration, Discrimination, Travel, War	<u>Summer One: A Pirate's Life</u> What was it like to be a pirate and what did they do? Substantive Concepts: Travel, Transport, Discrimination <u>Summer Two: Significant Figures</u> Are all Princess' the same? Substantive Concepts: Commemoration, Ruler (Queen), Religion, Discrimination: racism and sexism, War (battle, conflict)
Geography	<u>Autumn Two: United Kingdom</u> What is the United Kingdom? Location Knowledge: UK: United Kingdom Concept: England	<u>Spring Two: Cool Caribbean</u> How has the Caribbean contributed to the life of the UK? Location Knowledge: UK: United Kingdom Location Knowledge: Worldwide: Caribbean - North America Concept: Our World	<u>Summer Two: Pirates</u> How does the weather affect our lives? Location Knowledge: Northern Ireland (South is known as The Republic of Ireland (ROI)) Concept: Travelling the Seven Seas

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			Fieldwork: School Playground
PSHE	<p>Autumn One: Being Me in My World <i>Who am I and how do I fit</i></p> <p>What are my rights and responsibilities for being a member of my class?</p> <p>Autumn Two: Celebrating Difference <i>Respect for similarity and difference. Anti-bullying and being unique</i></p> <p>Who could you talk to if you were feeling unhappy or being bullied? How are you different to your friends?</p>	<p>Spring One: Dreams and Goals <i>Aspirations, how to achieve goals and understanding the emotions that go with this</i></p> <p>What obstacles make it more difficult to achieve your challenge and how can you work out how to overcome them?</p> <p>Spring Two: Healthy Me <i>Being and keeping safe and healthy</i></p> <p>What are the differences between being healthy and unhealthy? How can you keep yourself safe whilst crossing the road?</p>	<p>Summer One: Relationships <i>Building positive, healthy relationships</i></p> <p>What is a family? How can you help others to be part of a group? What makes a good friend?</p> <p>Summer Two: Changing Me <i>Coping positively with change</i></p> <p>What things have changed about you and what things have remained the same?</p>
	<p>Religious Education</p> <p>Autumn One: Christianity- Jesus's example as the Son of God <i>Kindness</i></p> <p>Is it possible to be kind to everyone all of the time?</p> <p>Autumn Two: Christianity- Christmas -Jesus as gift from God (Incarnation) <i>Looking after the world</i></p> <p>Why do Christians believe God gave Jesus to the world?</p>	<p>Spring One: Islam- The 99 names of Allah <i>Respect</i></p> <p>Who is God to Muslims?</p> <p>Spring Two: Christianity- Easter -Resurrection (Salvation) <i>Spring/ New Life</i></p> <p>How important is it to Christians that Jesus came back to life after His crucifixion?</p>	<p>Summer One: Islam- The prophet Muhammad <i>Special People</i></p> <p>How important is the prophet Muhammad to Muslims?</p> <p>Summer Two: Islam- The Qur'an – holy book <i>Learning from advice / the importance of books</i></p> <p>How important is the Qur'an to Muslims?</p>
Computing	<p>Autumn One: Unit</p> <p>Switched On Computing Unit 2.3: We are photographers taking better photographs using an iPad Skills Ladder: To use Word to type a report</p> <p>Autumn Two: Unit 2.2</p> <p>Switched On Computing Unit 2.2:We are Game Testers Exploring and Evaluating a Range of Online Games Skills Ladder- Data Handling: Present written and pictorial information in simple graphs using Busy Things</p>	<p>Spring One</p> <p>Switched On Computing Unit 2.4: We are researchers presenting an in-depth focus using Google and PowerPoint Skills Ladder – Powerpoint: Present research information to a selected audience</p> <p>Spring Two</p> <p>Switched On Computing Unit 2.6: We are zoologists collecting data using a graph program Skills Ladder - Data Handling: Present written and pictorial information in simple graphs using Busy Things</p>	<p>Summer One</p> <p>Switched On Computing Unit 2.5: We are detectives collating clues using an in-house emailing system Skills Ladder – Word Processing: Type a story</p> <p>Summer Two</p> <p>Switched On Computing Unit 2.1: We are pirates programming using hardware and software Skills Ladder- Multi-Media: Use multi-media recording devices to create and edit a film</p>
	<p>PE</p> <p>Fundamentals Dance</p> <p>Autumn One</p> <p>Ball Skills Yoga</p> <p>Autumn Two</p>	<p>Spring One</p> <p>Target Games Sending and Receiving</p> <p>Spring Two</p> <p>Netball and Wall Games Gymnastics</p>	<p>Summer One</p> <p>Team Building Athletics</p> <p>Summer Two</p> <p>Invasion Games Striking and Fielding Games</p>
Design and Technology	<p>Autumn Two: Structures <i>Designing and producing freestanding baby bear chair</i></p> <p>How can you make a structure strong?</p>	<p>Spring One: Mechanisms <i>Moving Monster</i></p> <p>What levers and linkages could you use to make your monster move?</p>	<p>Summer One: Mechanisms <i>Fairground wheels</i></p> <p>How will I create a strong and stable Ferris wheel?</p>

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		<p><u>Spring Two: Cooking and Nutrition</u> <i>Balanced diets</i></p> <p>How will you include multiple food groups within a recipe? What are the 5 different food groups?</p>	<p><u>Summer Two: Textiles</u> <i>Pouches</i></p> <p>What can I do to ensure the stitch is secure?</p>
Art	<p><u>Autumn One: Explore & Draw</u></p> <p>How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?</p> <p>Disciplines: Drawing, Sketchbooks, Collage Medium: Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist Artist: Rosie James, Alice Fox</p> <p><u>Autumn Two: Exploring the World Through Mono Print</u></p> <p>How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats?</p> <p>Disciplines: Printmaking (Mono Print), Drawing, Collage Medium: Graphite pencils, Oil Pastels, Carbon Paper Artist: Xgaoc'o X'are, Leonardo Di Vinci</p>	<p><u>Spring One: Be an Architect</u></p> <p>How can we make our own architectural models and design structures which other people respond to?</p> <p>Disciplines: Architecture, Drawing, Sketchbooks, Collage, Making Medium: Construction Materials Artist: Hundertwasser, Zaha Hadid, Heatherwick Studios</p> <p><u>Spring Two: Expressive Painting</u></p> <p>How can we explore colour using a variety of mark-making tools?</p> <p>Disciplines: Painting, Sketchbooks Medium: Acrylic Paint, Paper Artist: Marelá Zacarías, Charlie French, Vincent Van Gogh, Cezanne</p>	<p><u>Summer One: Stick Transformation Project</u></p> <p>How can we transform an object and turn it into sculpture, using our imagination?</p> <p>Disciplines: Making, Drawing, Sketchbooks Medium: Twigs, Construction Materials, Paper, Wool, Drawing Materials Artist: Chris Kenny</p> <p><u>Summer Two: Music & Art</u></p> <p>What is the connection between art and music? How can we use one to inspire the other?</p> <p>Disciplines: Drawing, Making, Sketchbooks Medium: Paper, Drawing Materials, Paint, Construction Materials Artist: Kandinsky</p>
	Music	<p><u>Autumn One: Exploring Simple Patterns</u></p> <p>How does music help us to make friends? Can you clap the simple patterns that you can hear in the music?</p> <p><u>Autumn Two: Focus on Dynamics and Tempo</u></p> <p>How does music teach us about the past? Can you change the tempo and dynamics of the piece of music, what affect does it have?</p>	<p><u>Spring One: Exploring Feelings Through Music</u></p> <p>How does music make the world a better place? How does the music make you feel?</p> <p><u>Spring Two: Inventing a Musical Story</u></p> <p>Objectives: To listen and appraise songs with varying tempos To describe a piece of music using key vocabulary using the inter-related dimensions</p> <p>Skills: Keep a steady pulse alone and with others with a musical accompaniment. Sing back short melodies using at least 3 pitched notes. Identify changing elements (e.g music gets faster/louder); replicate these differences in a simple performance.</p>
Trips and Experiences	Great Fire of London Workshop		Pirate day – dress up