

Year 2 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Health Plague	Great Fire of London	Great Explorers - Aviation	Victorians	Africa - Kenya	Habitats
The Big Question	How and why did the plague spread?	How did London change as a result of the fire?	How did human flight become possible?	What was life like in the Victorian era?	How does life in Kenya compare to ours?	How does a habitat help plants and animals survive?
Key Text(s)	<p>The Plague (various texts)</p> <p>Plague: A Cross on the Door</p> <p>By Ann Turnbull</p>	The Great Fire – city in flames – By Ann Turnbull	My Dad's a Birdman By David Almond	The Victorians (non-fiction)	<p>Lila and the secret of rain By David Conway</p> <p>The Day the Rains Fell By Anne Faundez</p> <p>The No 1 Car Spotter By Atinuke</p>	<p>Leaf By Sandra Dieckmann</p> <p>Wild By Emily Hughes</p> <p>The Hodgeheg By Dick King-Smith</p> <p>One day on our Blue Planet By Ella Bailey</p>
Visits/Experiences	Eyam	Fire brigade visit Christmas Experience: Panto	Newark Air Museum	Victorian Experience Day St. Mary's Hucknall	Kenyan Day	Residential – Sherwood Forest
Science	Animals including humans 1	Uses of Everyday Materials	Animals including humans 2	Living things and their habitats	Plants	Living things and their habitats – Around the World

History	The plague	The Great Fire of London	History of aviation and individuals	The Victorians		
Geography	Human geography – types of settlement Fieldwork – gather information on the local area	Investigating and identifying London settlement features Compare and contrast London and Hucknall – human and physical	Continents and oceans Locating features of a coastline		Comparing human and physical geography between Kenya and the UK	Fieldwork – Investigating diversity between Sherwood Forest and our school grounds
Computing	Health - Plague Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Keyboard	Great Fire of London Use technology purposefully to create, organise, store, manipulate and retrieve digital content Factfile on Purple Mash Powerpoint – Great Fire of London Digital artwork – Great Fire of London	Great Explorers - Aviation Use logical reasoning to predict the behaviour of simple programs Bee Bots Directions 2go Logo Safer internet day (whole school)	Kings and Queens – Victorians Use technology purposefully to create, organise, store, manipulate and retrieve digital content Creating music – 2Sequence Invitation to a ball on photostory adding music	Africa - Kenya Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs	Habitats Databases – 2 2graph Data logger/time lapse videos on iPads of minibeasts

	/mouse skills – 2Type 2Blog – welcome to Year 2				2Code (Purple Mash – Y2 lesson plans) Scratch jr on iPads	
DT	Great Fire of London <i>Explore and use mechanisms, in their products</i> Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move Select from and use a wide range of materials and components, including construction materials, according to their characteristics Early Fire Engine		Great Explorers - Aviation Select from and use a wide range of materials and components, including textiles, according to their characteristics Cut and shape materials to make a parachute.		Africa - Kenya Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. Comparing English and African food.	
Art	Health - Plague To develop art and design techniques Colour, texture, pattern, shape form and space Collage – using layering, whole class piece of work	Great Fire of London To develop art and design techniques Colour, texture, pattern, shape form and space 3D – Architecture St Paul’s Cathedral, other famous structures Historical look at buildings within London from wattle/daub based Tudor style buildings. Box modelling to create own buildings/structures Practise making different shapes; pillars, arches, windows	Great Explorers - Aviation To use a range of materials creatively to design and make products Printing – line drawing Designing a balloon. Look at how to use shading and pattern to create a	Kings and Queens – Victorians To learn about the work of a range of artists, craft makers and designers Sketching and textile – portraits Holbein, Portraits of Queen Victoria	Africa - Kenya To use sculpture and 3D design 3D – Mask making Use papier mache to create an African mask African Masks Martin Bulinya Use paintings to develop a 3D figure of an	Habitats/Diet and Exercise To develop art and design techniques Colour, texture, pattern, shape form and space Painting – still life Paul Cezanne, post impressionists Observational drawings of fruit. Look at shading techniques and shadows to give subject a form within the space. Try adding colour in different ways – oil pastel and paint

	<p>Henri Matisse collage work, microscopic images of bacteria</p> <p>Use paper collage to produce images</p> <p>Develop pattern</p> <p>Marbling</p>		<p>feel of depth within a drawing</p> <p>How pattern, texture, line, form and space can change the look of a surface.</p>	<p>Sketching faces, use mirrors or sketch partners</p> <p>Use observation and discuss technique of sketching; fine lines. Line drawing with some shading.</p> <p>Develop into stylised portraits – look at playing cards and coins</p>	<p>African person or animal. Compare with work of Alberto Giacometti – use foil as a base to create sculpture</p>	<p>Colour mixing to find different shade and tones</p>
PE	<p>Dance</p> <p>Multi-skills striking and fielding</p>	<p>Gymnastics</p> <p>Multi-skills racket skills</p>	<p>Dance</p> <p>Invasion games</p>	<p>Gymnastics</p> <p>Throwing and catching</p>	<p>Multi-skills ABCS</p> <p>Multi-skills attacking and defending</p>	<p>OAA</p> <p>Multi-skills Athletics</p>
Music	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Hands, Feet, Heart - Singing</p> <p>Key: C</p> <p>Note Values: Crotchets, minims</p> <p>Great fire of London Song – Singing</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Christmas Presentation Unit for FS/KS1</p> <p>Singing and performing</p> <p>All children from FS/KS1 involved in learning and performing a 30 minute presentation which includes singing, optional instrumental</p>	<p>Play tuned and untuned instruments musically</p> <p>I wanna play in a band Glockenspiel & Percussion</p> <p>Key: F</p> <p>Note Values: Minims, quavers and crotchets</p> <p>Improvisation and composition notes: F,G,A</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Friendship Song</p> <p>Singing</p>	<p>Perform together and follow instructions that combine the musical elements. Experiment with, create, select and combine sounds</p> <p>Identify different groups of instruments.</p> <p>Ukulele Course Step – 1 to 4 – quick revisit</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Choose sounds and instruments carefully and make improvements to their own and others' work</p> <p>Zoo Time - Reggae Glockenspiel & Percussion</p> <p>Key: C</p> <p>Note values: Crotchets & Quavers</p>

		parts, acting, movement and dance	Countries – Singing		Step 5-8 - learn the chords: C, F, G7 and G	Improvisation and composition: C,D,E Continents – Singing Oceans – Singing
PSHE	Autumn: Relationships Making Friends; feeling lonely and getting help Managing secrets, resisting pressure and getting help. Recognising hurtful behaviour Recognising things in common and differences; playing and working cooperatively		Spring: Living in the wider world Belonging to a group; roles and responsibilities; being the same and different in the community The internet in everyday life; online content and information What money is; needs and wants; looking after money		Summer: Health and wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Growing older; naming body parts; moving class or year Safety in different environments; risk and safety at home; emergencies	
RE	Leaders Unit 2.1	Christmas Progression Grid	Believing Unit 2.2	Easter Progression	Belonging Unit 2.3	Jewish and Christian Stories Unit 2.4