

## Year 2 Long Term Planning

Topic title:	Once upon a time...	Snap, Crackle and Pop!	A World of Adventure
Key Questions:	How can books help us to learn? What makes something be alive? How are stories different around the world?	Where did the fire start? How long did it burn? Why did Samuel bury his Cheese?	Where in the world would you go? What is the best type of holiday?
<b>Visits &amp; Visitors</b>	Puppeteer Life Education Van Christmas at Perlethorpe – RE visit	Judaism Faith Experience Worksop Fire Station Emergency Services Museum	Bridlington
<b>English</b>	Fiction: Traditional Tales Non-Fiction: Instructions (Making puppets) Poetry: Humorous poems/Nonsense Poems Priory's All Write: Retelling traditional tale Priory's All Write: Nativity story (Christmas) Class Books: Stories from around the world, non-fiction books. Beaver Towers	Fiction: Setting/Character/Plot Non-Fiction: Features of information texts/Non-chronological report Poetry: Shape Poems Priory's All Write: Non-chronological report Priory's All Write: Explanation text  Class Books: The Great Fire of London, non-fiction books	Fiction: Familiar settings (The Light house Keeper's lunch) + targeted SPAG work Non-Fiction: Recount (visit) Poetry: Poems about the Seaside Priory's All Write: Letter  Class Books: Lighthouse Keeper stories, range of seaside poetry
<b>Science</b>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> </ul> <p><b>Animals, including humans</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><b>Uses of everyday materials</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow</li> </ul>

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	<p>needs of animals, including humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p>can be changed by squashing, bending, twisting and stretching</p>	<p>and stay healthy</p>
<b>Computing</b>	<p>Using the Internet</p> <p>Computer Art</p>	<p>Preparing for Turtle Logo</p> <p>Presentation Skills</p>	<p>Turtle Logo and Scratch</p> <p>Using and Applying: Art and Presentation</p>
	<p>Private vs Public,</p> <p>Friends vs Fans.</p> <p>How do we know if it is true?</p>	<p><i>Kara and the SMART Crew Play, Like, Share</i></p> <p><a href="https://www.youtube.com/watch?v=WpnqtGyc_ec">https://www.youtube.com/watch?v=WpnqtGyc_ec</a></p> <p><a href="http://zapatopi.net/treeoctopus/">http://zapatopi.net/treeoctopus/</a></p>	
<b>R.E.</b>	<ul style="list-style-type: none"> <li>Jesus and his Stories</li> <li>Celebrations – Eid/Diwali</li> <li>Christmas Journeys</li> </ul>	<ul style="list-style-type: none"> <li>The Torah</li> <li>The synagogue</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Jesus' friends and Followers</li> <li>Jewish Stories</li> </ul>
<b>Art &amp; Design</b>	<p><b>Drawing:</b> Landmarks of the UK in different media</p> <p><b>Printing:</b> Leaves</p>	<p><b>Sketching:</b> Samuel Pepys' portrait</p> <p><b>Painting:</b> Fire of London pictures</p>	<p><b>Modelling:</b> Seagulls</p> <p><b>Painting/Pastels:</b> Seashells</p>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>Puppets</li> <li>Structures (Little pigs houses)</li> <li>Cooking: Simple shortbread and Welsh cakes.</li> </ul>	<ul style="list-style-type: none"> <li>Model Tudor home</li> <li>Cooking: pasta/parmesan</li> </ul>	<ul style="list-style-type: none"> <li><b>Model icecream van</b></li> </ul>
<b>History</b>		<ul style="list-style-type: none"> <li>Events beyond living memory – The Great Fire of London</li> <li>Key figures: Samuel Pepys, King Charles II</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory – holidays</li> <li>Local events/people in the locality – Worksop Priory</li> </ul>

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<p><b>Geography</b></p>	<p><b>Locational knowledge</b></p> <p>☐☐name and locate the world's seven continents and five oceans</p> <p>☐☐name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Geographical skills and fieldwork</b></p> <p>☐☐use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p><b>Locational knowledge</b></p> <p>☐☐name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>London/River Thames</p> <p><b>Geographical skills and fieldwork</b></p> <p>☐☐use world maps, atlases and globes to identify the United Kingdom and its countries,</p>	<p><b>Locational knowledge</b></p> <p>☐☐name and locate the world's seven continents and five oceans</p> <p>☐☐name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Place knowledge</b></p> <p>☐☐understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><b>Human and physical geography</b></p> <p>☐☐identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>☐☐use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>☐☐key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>☐☐key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<p><b>Music Ongoing: Keyboards</b></p>			
<p><b>P.E.</b></p>			

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<b>PSHE</b>	Life Education - friendships, medicines, feelings	Zippy's Friends	Zippy's Friends
<b>MFL:French</b>	<b>French</b> Numbers 1 to 10 Hello/Goodbye	<b>French</b> Simple sentences e.g. My name is ..	<b>French</b> Colours Animals