

## Year 2 Long term plan

Topic	Knights and castles	Celebration Guy Fawkes/ Diwali	Woodland	Where in the World St. Lucia	Space and Beyond... Neil Armstrong	Ah hoy there!	Going Green	Roald Dahl The history of Chocolate
<b>English</b>	Non-fiction The Dragon Machine	Non-Chronological report Guy Fawkes Poetry – patterns on a page linked to fireworks	Poems Stories from familiar settings – Gruffalo Non-Fiction texts Enchanted Woods	Information texts Persuasive letter	Different stories by the same author (continued in Ah Hoy there)	Different stories by the same author (continued from space and beyond)	Traditional stories – Jack and the Beanstalk Explanations – growing plants	Poetry – silly stuff Charlie and the Chocolate factory
<b>Mathematics</b>	Number: Place value Addition and subtraction	Measurement: Money Number: Multiplication	Number: Division Statistics	Geometry: Properties of shape Number: Fractions	Measurement Length and height	Position and direction Problem solving	Measurement: time, mass, capacity, temperature	Investigation Consolidation
<b>Science</b>			explore and compare the differences between things that are living, dead, and things that have never been alive  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	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	- find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and	- observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  identify that most living things live in habitats to	- observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

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			<p>of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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.</p> <p>Notice that animals, including humans, have offspring which grow into animals</p>			stretching.	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	
<b>Science – Working scientificall</b>			<p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p>					

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y	Using observations and ideas to answer questions. Gathering and recording data to help answer questions.							
ICT	<ul style="list-style-type: none"> <li>- 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.</li> <li>- use technology purposefully to create, organise, store, manipulate and retrieve digital Content</li> <li>- recognise common uses of information technology beyond school – create fact book information based on</li> </ul>		<ul style="list-style-type: none"> <li>- use technology purposefully to create, organise, store, manipulate and retrieve digital Content – use 2paint to create images, map and symbols</li> </ul>	<ul style="list-style-type: none"> <li>- use technology purposefully to create, organise, store, manipulate and retrieve digital Content</li> </ul>	<ul style="list-style-type: none"> <li>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>- create and debug simple programs</li> <li>- use logical reasoning to predict the behaviour of simple programs – Use 2go to create a space scene and devise a map around the obstacles</li> </ul>	<ul style="list-style-type: none"> <li>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>- create and debug simple programs</li> <li>- use logical reasoning to predict the behaviour of simple programs – Bee-bots and directions.</li> </ul>	<ul style="list-style-type: none"> <li>- use technology purposefully to create, organise, store, manipulate and retrieve digital Content</li> <li>- Use camera to develop bean photo diary – use 2paint to create images, map and symbols</li> </ul>	<ul style="list-style-type: none"> <li>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>- create and debug simple programs</li> <li>- use logical reasoning to predict the behaviour of simple programs.</li> </ul>

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	information gained on websites							
<b>History</b>	- significant historical events, people and places in their own locality – Castles York	- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Guy Fawkes			- events beyond living memory that are significant nationally or globally – first landing on the moon - the lives of significant individuals in the past who have contributed to national and international achievements . Some should be used to compare aspects of life in different periods – Neil Armstrong			Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  Significant historical events, people and places in their own locality – History of chocolate in York
<b>Geography</b>	- use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, river, valley,		- devise a simple map; and use and construct basic symbols in a key  - use basic geographical vocabulary to	- understand geographical similarities and differences through studying the human and physical geography	- name and locate the world's seven continents and five oceans. - use world maps, atlases and globes to identify the United	- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left		

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	<p>- key human features, including: city, town, village, factory, farm, house, office, port, harbour</p>		<p>refer to:  - key physical features, including: forest,  - key human features, including: city, town, village, farm,</p>	<p>of a small area of the United Kingdom, and of a small area in a contrasting non-European country  - use basic geographical vocabulary to refer to:  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>and right]</p>		

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<b>Art</b>	Inspired by Paul Klee Castles and Sun	to use drawing and painting to develop and share their ideas, experiences and imagination – create images linked to light and dark – fireworks,					About the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. Use Warhol, Van Goh, to create flower images	
<b>DT</b>	<b>Design</b> -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate		<b>Design</b> -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate	- use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.		<b>Design</b> -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate		

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	<p>their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks</li> <li>- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>-explore and evaluate a range of existing products</li> </ul>		<p>their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks</li> <li>- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>-explore and evaluate a range of existing products</li> </ul>			<p>their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks</li> <li>- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>-explore and evaluate a range of existing products</li> </ul>		

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	-evaluate their ideas and products against design criteria <b>Technical</b> knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms - make drawbridge Make biscuit castle		-evaluate their ideas and products against design criteria <b>Technical</b> knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms			-evaluate their ideas and products against design criteria <b>Technical</b> knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms		
<b>PE</b>	Perform dances using simple movement patterns - Céilidh		Master basic movements, developing balance, agility and co-ordination, and begin to apply these in a range of activities – Gymnastics/ catching and throwing/netball	Perform dances using simple movement patterns - link to St. Lucia music - Samba	Master basic movements, developing balance, agility and co-ordination, and begin to apply these in a range of activities - Gymnastics	Athletics	participate in team games, developing simple tactics for attacking and defending – beanbag rounders	Athletics
<b>RE PSHCE</b> Christian	What do Christians believe God is like? →		Why does Christmas matter to Christians? →	Who is a Muslim and what do they →		Why does Easter matter to Christians? Digging	How should we care for the rest of the world	What is the 'Good News' Christians believe Jesus



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values – on going throughout the year			Digging Deeper	believe?		Deeper	and for others, and why does it matter?	brings Digging Deeper