



Long Term Plan		
Year 2		
Autumn Term	Spring Term	Summer Term
Back in Time	Around the World in 80 Days	The Circle of Life
<p>Enquiry Questions: How and why do we remember events from the past?</p>	<p>Enquiry Questions: Where can we visit around the world?</p>	<p>Enquiry Questions: How do animals grow, change and survive?</p>
<p>Core texts: Gingerbread man (Traditional) Goldilocks (Traditional) Elves and the shoemakers (Traditional) Dog Detectives – Julia Donaldson (rhyming, patterned) Stubby: A True Story of Friendship- Michael Foreman</p> <p>Class Readers: I fell into a fairy-tale : Ben Miller Christmasaurus – Tom Fletcher</p>	<p>Core texts: Snowmen at night – Caralyn Buchner East of the sun, West of the moon (traditional) Texts and information related to Captain Scott (non-fiction) Texts and information related to Captain Cook (non-fiction) Tiddalik the greedy frog (multicultural) Chinese New Year story (multi-cultural) Poetry – linked to global celebrations and travel. Charles Darwin Around the World adventure – Jennifer Thermes Lost and Found – Oliver Jeffers</p> <p>Class Readers: The real wonders of the world – Lonely planet World’s worst children – David Walliams</p>	<p>Core texts: Lifecycle of a sunflower All about cats Gorilla – Anthony Brown The Tiger who came to tea Giraffes Can’t dance – Giles Andrea Anansi the clever spider – Susie Linn Red Alert – Catherine Barr Charles Darwin Around the World adventure – Jennifer Thermes The ugly five – Julia Donaldson</p> <p>Class Readers – James and the giant peach – Roald Dahl Fantastic Mr Fox – Roald Dahl</p>
<p>Educational visits/visitors & Community Projects: History off the page – Great Fire of London Cake sale – Raise money for History off the page War memorial – Burton Latimer Visit form Police dogs – Animals in service</p>	<p>Educational visits/visitors & Community Projects: Litter picking around the local area.</p>	<p>Educational visits/visitors & Community Projects: A visit to Woburn Safari Park Bugtopia Zoo bring in small animals. School bug hotel Build animal sculptures for the shared area.</p>
<p>As readers we will ...</p> <ul style="list-style-type: none"> Listen to, discuss and express views on a range of stories, poems and non-fiction. Apply our phonic knowledge and skills to become fluent readers. Read common suffixes Recognising simple recurring literacy language. Participate in discussions about books, poems and other works read to them. Become familiar with and retell a range of stories, fairy stories and traditional tales. Ask and answer questions about a text. 	<p>As readers we will ...</p> <ul style="list-style-type: none"> Listen to, discuss and express views on a range of stories, poems and non-fiction. Continue to build up a repertoire of poems learnt by heart. Continue to apply our phonic knowledge and skills to build fluency. Clarify meanings of new vocabulary and link new meanings to known vocabulary. Ask and answer questions verbally and in a written response. Make inferences on the basis of what is being said and done. 	<p>As readers we will ...</p> <ul style="list-style-type: none"> Listen to, discuss and express views on a range of stories, poems and non-fiction. Use Non-fiction books for researching and locating information to answer questions. Continue to apply our phonic knowledge and skills to build fluency. Continue to ask and answer questions verbally and in a written response. Discuss favourite words and phrases. Discuss and clarify the meanings of words.
<p>As writers we will...</p> <ul style="list-style-type: none"> Add labels to diagrams. Punctuate sentences using capital letters and full stops. Write in the past tense. Sequence events, retell stories and write descriptive sentences using adjectives to include noun phrases. Write questions, instructions and letters for different purposes. 	<p>As writers we will...</p> <ul style="list-style-type: none"> Develop stamina by retelling stories, writing non-chronological reports and poetry. Write about real events including personal experiences. different sentence types We will plan writing by making notes and story maps. Use conjunctions like, and, but, so, when, if, because, or. 	<p>As writers we will...</p> <ul style="list-style-type: none"> Write character descriptions Innovate stories by changing key details. Include noun phrases, commas, conjunctions and adjectives to improve our writing. Write in paragraphs, add sub headings and use diagrams Write riddles, kennings and acrostic poems.



<p>In phonics/spelling we will...</p> <p>Review Set 3 words</p> <ul style="list-style-type: none"> • Begin to learn year 2 sounds. • Spell words using, ed, ing, s, est, y and es • Spell and use compound words. • Begin to learn Year 2 common exception words. • Learn spelling patterns – al,all, soft c, kn, gn, j,dge,ge. 	<p>In phonics/spelling we will...</p> <ul style="list-style-type: none"> • Learn Year 2 sounds • Apply spelling rules and write simple dictated sentences. • Learn to spell and use in context homophones and near homophones. • Use suffixes –ment,--ness, -ful,-less and -ly • Spell the Year 2 common exception words. • Learn the spelling patterns – wa,qua, war, u spelt with o, wr, ey. 	<p>In phonics/spelling we will...</p> <ul style="list-style-type: none"> • Apply spelling rules and Year 2 spelling patterns • Write simple dictated sentences using punctuation, grammar, common exception words and spelling patterns. • Begin to learn contraction words and use of apostrophe • Use an apostrophe to show possession. • Revise the Year 2 common exception words. • Learn the spelling patterns – le, il, wor.
<p>As mathematicians we will...</p> <ul style="list-style-type: none"> • Place value of each digit in a two digit numbers • Estimate numbers on a number line. • Represent 2digit numbers using different resources. • Compare numbers using <, > and =. • Add and subtract mentally and using pictorial or concrete representations. • Recognise £ and p and combine amounts to make different values. • Find different combinations of coins to make a particular value. 	<p>As mathematicians we will...</p> <ul style="list-style-type: none"> • Recall and use multiplication facts for the 2, 5 and 10. • Calculate multiplication tables and use the corresponding symbols. • Solve problems using multiplication and division. • Interpret and construct simple pictograms, tally charts block diagrams and tables. • Ask and answer simple questions about totalling and comparing categorical data. • Identify 2D and 3D shapes compare, sort and describe them. 	<p>As mathematicians we will...</p> <ul style="list-style-type: none"> • Tell the time to the nearest five-minute interval. • Fractions to solve problems using shape, objects and quantities. • Develop understanding of money and solving problems in real life contexts. • Use mathematical vocabulary to describe position, direction and movement. • Recap the four operations in preparation for Year 3.
<p>As scientists we will ...</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials including, wood, metal, plastic, glass, brick, rock, paper and cardboard. • Understand that shapes of objects can be changed by squashing, bending, twisting and stretching. • Use simple equipment to gather and record data 	<p>As scientists we will ...</p> <ul style="list-style-type: none"> • Recognise the importance of having a balanced diet. • Understand the basic needs of animals including humans. • Predict, measure, compare and conclude while completing investigations about our bodies. • Know how animals have offspring and link this to seasonal changes. 	<p>As scientists we will ...</p> <ul style="list-style-type: none"> • Identify animals' habitats and food chains. • Understand conservation and animals becoming extinct. • Work scientifically to find out what plants need to grow and stay healthy.
<p>As historians we will ...</p> <ul style="list-style-type: none"> • Learn about the significant events of; The plague, Great Fire of London, the Gunpowder Plot and World War 1. • Order events on a timeline to gain a better understanding of chronology. • Ask and answer questions about these events • Describe significant people from the past such as; Samuel Pepys and Rosa Parks. • Learn about the life of Ralph Buckby as a significant person within our own locality. • Show an understanding of the concepts war and peace. 	<p>As historians we will ...</p> <ul style="list-style-type: none"> • Learn about explorers from the past such as; Captain Cook and Captain Scott. • Explore the reasons why people acted the way they did in certain events. • Show an understanding of a nation's history through learning about aboriginal people and their culture. 	<p>As historians we will ...</p> <ul style="list-style-type: none"> • Explore changes within the school grounds and compare differences over time. • Use timelines to order events within living memory. • Use dates to understand chronology.
<p>As geographers we will ...</p> <ul style="list-style-type: none"> • Identify where the UK is located in relation to the world • Explore the capital city of England (London) and identify key human and physical features of the city using photographs and aerial images. • Compare London in 1666 to London now- explore why certain things have changed. 	<p>As geographers we will ...</p> <ul style="list-style-type: none"> • Compare the location of the 7 continents and the 5 oceans in relation to the Equator, North and South Pole. • Explore hot and cold places in relation to the equator and the North and South Pole. • Identify seasonal and weather patterns in different continents across the world. • Compare the weather in hot and cold areas (North/South Pole with somewhere near the Equator) • Using aerial images, identify key landmarks in different continents (including human and physical). 	<p>As geographers we will ...</p> <ul style="list-style-type: none"> • Visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it. • Conduct fieldwork to find out whether the space is valued by the community. • Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features. • Compare and contrast Burton Latimer with a town in a non-European country. • Identify what land use has changed around the school grounds over time. • Use compass directions to navigate from one place to another and record the directions as a set of instructions.

		<ul style="list-style-type: none"> • Devise a simple map to the local green space and use basic symbols in a key. • Use simple grid references when devising a map (A1, B1)
<p>As artists we will...</p> <ul style="list-style-type: none"> • Explore colour theory and use hot and cold colours • Mix primary colours to make secondary colours • Explore tones, tints and shades, different mediums and explore different effects • Working in the style of Artist Stephen Wiltshire collecting visual information of our local area and looking at landmarks in London. • Develop our sketching skills by using two differing b pencils to draw different lines and thicknesses for effect. • Use a whip stitch to make a Christmas decoration. 	<p>As artists we will...</p> <ul style="list-style-type: none"> • Take inspiration from the artist Ken Done and work using mixed media (pastels, chalks, felt tip pens) drawings of famous Australian landmarks. • Use paint brushes of different thicknesses to create patterns and texture using dots and lines and wet and dry brush techniques. • Use weaving using card to create Mother's Day Cards. 	<p>As artists we will...</p> <ul style="list-style-type: none"> • Use materials creatively, by ripping, cutting, tessellation and combining materials to create a collage. • Take inspiration from Henri Rousseau to create a collage using mixed materials. • Create markings in clay using carving tools • Use this knowledge to create an animal sculpture using clay, wire or mod-roc. <p><i>(Computing unit- 2.6 creating pictures)</i></p>
<p>As designers we will ...</p> <ul style="list-style-type: none"> • Design a purposeful, functional product. Build structures, exploring how they can be made stronger, stiffer and more stable (houses). <p>Make Tudor houses by-</p> <ul style="list-style-type: none"> • Use software to design and refine • Explore cutting a range of materials with tools provided. • Measure and mark out to the nearest cm. • Demonstrate a range of joining techniques (such as gluing, hinges, combining materials to strengthen.) • Use materials to drill, screw, and glue and nail materials to make and strengthen products. <p>Make Christmas decorations by –</p> <ul style="list-style-type: none"> • Explore objects and designs, identify, and justify likes and dislikes of the designs. • joining textiles using a running stitch, thread and use a wool (thick metal) needle • Drawing around a template onto textiles and cut out. • Colour and decorate textiles using sewing embellishments e.g. sequins, buttons, ribbons, felt shapes. 	<p>As designers we will ...</p> <ul style="list-style-type: none"> • Design and make a product that has a clear purpose and an intended user, refining the design as the work progresses. • Cut, peel or grate ingredients safely and hygienically, including washing fresh produce before use. • Weigh or measure ingredients using electronic scales. • Understand where a range of food comes from. • Cook ingredients to create a product. (Healthy muffins). • Suggest improvements to existing designs. • Explore how a range of products have been created 	<p>As designers we will ...</p> <ul style="list-style-type: none"> • Explore products that use levers and winding mechanisms • Use sliding mechanisms to guide an object in a straight and curved line. - Demonstrate a range of cutting and shaping techniques e.g. tearing, folding, cutting, curling to create African animal masks.
<p>In music, we will...</p> <ul style="list-style-type: none"> • Charanga unit – “I wanna play in band”. • Use our voices expressively by singing songs and speaking chants. • play tuned and untuned instruments to perform London's Burning. • listen to a range of recorded music • practise and perform our Christmas production 	<p>In music, we will...</p> <ul style="list-style-type: none"> • Charanga unit- “hands, feet, heart”. • Learn simple Australian songs and sing in a round. • Listen to a variety of music and songs from around the world. 	<p>In music, we will...</p> <ul style="list-style-type: none"> • untuned and tuned instruments to play beats and simple rhythms. • Songs about animals. • Use the computers to make some digital music. • Charanga- KS1 topic 'Animals'- Animal fair • Songs from different countries and learn to play African drums. • Maintain a steady beat and introduce rhythms. <p><i>(Computing unit- 2.7 making music)</i></p>



<p>In RE we will...</p> <ul style="list-style-type: none"> • Explore stories connected with Church, looking at dedication, stained glass windows and furnishings. • Know that Jesus was an historical person and he is important to Christians. • Know that stories about Jesus can be found in the Bible. • Explore stories about Christmas • Discover how Hindus worship • Explore the story of Rama and Sita. <p>Make connections:</p> <ul style="list-style-type: none"> • Explore the practice of a Christian family and how they celebrate festivals (Christmas & Harvest). • Explore the festival of Christmas and know the stories about Jesus connect with Christmas. 	<p>In RE we will...</p> <ul style="list-style-type: none"> • Look at the Easter story and the importance of this to the Christian religion • Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their festivals <p>Make connections:</p> <ul style="list-style-type: none"> • Discuss and compare churches and Synagogues. 	<p>In RE we will...</p> <ul style="list-style-type: none"> • Learn about Islam and Prophet Muhammad • Learning about Islam festivals such as Ramadhan and Eid ul Fitr • Recognise some Jewish symbols e.g. star of David, Menorah and some ceremonial clothing like Kippah and Tallit • Learn about the Torah and commandments • Know that the Jewish calendar is different to the secular calendar • Learn about Jewish festivals such as Shabbat <p>Make connections:</p> <ul style="list-style-type: none"> • Know that there are many important moments in a Jewish person's life: birth, coming of age, marriage and death. Compare with Christians. • Explore stories connected with the Mosque.
<p>In computing we will complete the following units...</p> <ul style="list-style-type: none"> • 2.1 Coding- 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. Use logical reasoning to predict the behaviour of simple programs. • 2.2 Online Safety- 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. • 2.5 Effective Searching- Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p>In computing we will complete the following units ...</p> <ul style="list-style-type: none"> • 2.3 Spreadsheets – we will understand that spreadsheets have rows and columns. Be able to open, save and edit a spreadsheet. Use copy and paste within the spreadsheet program. Create tables of data on a spreadsheet. • 2.4 Questioning - understand that the information on pictograms cannot be used to answer more complicated questions 	<p>In computing we will complete the following units ...</p> <ul style="list-style-type: none"> • 2.6- Creating pictures- explore impressionism, pointillism and surrealism and create art based upon these styles. Look at the work of Piet Mondrian and William Morris and recreate art using lines and patterns. • 2.7- making music- use the program 2sequence to add different sounds to create a tune. Explore speed and volume. Consider how music can be used to express feeling. Create and upload their own-recorded sound. • 2.8- presenting ideas -Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
<p>In PE we will ...</p> <ul style="list-style-type: none"> • In ball skills, we will develop techniques to; roll, stop, dribble, kick, throw and catch a ball. • In team building, we will co-operate and communicate when working with others. We will also following instructions and solve problems. • In gymnastics, we will perform balances on different body parts, take body weight on different body parts with and without apparatus, link simple actions with control and technique. • In dance, we will copy and remember a series of actions, use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. 	<p>In PE we will ...</p> <ul style="list-style-type: none"> • In target games, we will develop throwing with accuracy and distance using underarm and overarm throwing. • In fundamentals, we will explore jumping, hopping and skipping actions and continue to develop co-ordination through combining movements. • In invasion games, we will develop dribbling, passing and throwing skills using different size balls. We will understand how to play as a team and know how to defend against the opposing team. • In fitness, we will develop stamina, agility, balance and coordination. 	<p>In PE we will ...</p> <ul style="list-style-type: none"> • In striking and fielding, we will continue to develop our ball skills by practising our underarm and overarm throwing. We will learn about fielding and point scoring in team games. • In net and wall skills, we will defend space and play against an opponent. We will develop racket and ball skills. • In athletics, we will continue to develop agility and co-ordination focusing on running and jumping. We will continue to develop our throwing techniques focusing on distance and accuracy. • In sending and receiving, we will learn how to stop, send and receive a ball with our feet as well as send and receive a ball using a stick or racket.



<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Think about friendships and the importance of special people in our lives. • Understand about making friends on and offline and solving problems that might arise in friendships. • Identify the hand of safety and think about who we can go to both in and out of school. • Talk about keeping ourselves safe at home, keeping safe online, keeping safe outside and keeping ourselves safe by the road. <p>Protective Behaviours Networks and using them – Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe about anything. We will also identify when we should use the people on our hand of safety. Feelings, Rights and Responsibilities – Recap what a ‘feeling’ is and which ones we might feel throughout the day. We will know what it feels like in our safe place and that we have the right to feel safe.</p>	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Understand what keeps us healthy including eating well and the importance of exercising. • Look at the importance of physical activity, sleep and rest. • Learn how germs are spread and how to prevent them. • Discuss growing from young to old and think about how people need to be cared for. • Understand different types of families and how home life is special. • Look at why medicines are taken, where they come from and keeping safe around medicine. <p>Protective Behaviours Networks and using them – Recapping who is on our hand of safety. Unsafe Feelings, Problem Solving – ‘Recap Early Warning Signs’ and identify what we could do if we feel them. We will develop strategies to help us say ‘No’ or ‘Stop’.</p>	<p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Discuss relationships and health education. • Understand and respect the differences and similarities of people. • Look at the biological differences of male and female animals and their role in the life cycle. • Look at the differences between the male and female children. <p>Protective Behaviours Networks and using them – Recap of who is on our hand of safety Body Awareness and Personal Space – Recap what we call the private parts of our body and understand that we all have the right to feel safe all the time and we would expect an adult to do something to help us. We will practice techniques to give and ask permission to touch other people.</p>
<p>As confident individuals (basic skills) we will be writing a diary entry, letters and recounting events. They will learn about key people from the events and why we remember these events today.</p> <p>As Meadowside representatives (school values) we will be learning to be tolerant others cultures, beliefs and faiths. We will recognise the need to support democratic processes when choosing class representatives.</p> <p>As British citizens (British Values) We will be thinking about how historical events occurred and the reasons behind them. This will lead to democratic discussions about the monarchy and parliament and decisions which were made.</p>	<p>As confident individuals (basic skills) We will be developing our understanding of the world around us, becoming confident in our own and others beliefs. We will think about the importance to be respectful of other cultures, views and lifestyles.</p> <p>As Meadowside representatives (school values) We will be reflecting on our learning and how we learn as individuals. We will be able to discuss this with both adults and our peers. We will think about ambitions and goals and working hard to achieve something.</p> <p>As British citizens (British Values) We will be focusing on the British value of Individual Liberty. We will be learning to voice views in lessons in a formative manner.</p>	<p>As confident individuals (basic skills) we will develop independent researching skills including note making and using an index. We will be learning to describe how we have solved a problem by showing jottings or discussing our ideas.</p> <p>As Meadowside representatives (school values) we will encourage mutual respect for and tolerance of those with different faiths and beliefs.</p> <p>As British citizens (British Values) we will learn to be resilient, to not give up and always try our best. Being the best we can be!</p>