



Year 2 Long Term Plan

Year 2	Autumn		Spring		Summer	
Topic	From Leodis to Leeds	Kolkata- the city of Joy	To the four corners of the earth and beyond.	In the light of the moon	Frog Belly Rat Bone And the specks of wonder	The Colour Thief
Visits/visitors	Leeds fieldtrip Art gallery, city museum, corn exchange and market	Theatre/ Ballet Traditional tale - Hare and the Tortoise	Neil Armstrong actor	Owl visitor	Harlow Carr/ Countryside Live!	Saltaire Woodland visit
English	Stories by the same author Anthony Browne Write a story using the character Willy Recounts Letters Letters to Eric's Mum Non Chronological report Leeds	Traditional tales Innovated story based upon the theatre visit (The Hare and the Tortoise) Instructions Making food Classical poetry The night before Christmas	Explanations how to be a pirate How a Space ship works Persuasion La Luna Write a persuasive pitch to sell a broom Instructions Way back home How to build a space ship	Classical poetry Owl and the pussy cat Fantasy story The further adventures of the owl and the pussycat Non Chronological report Owls	Poems on a theme Riddles Persuasion Write letter from the thieves asking for forgiveness Stories on a theme Frog belly Red tree Eric Writing a story about planting seeds to improve an area	Let's twist again Play scripts Jack and the beanstalk Write an innovated play script Adventure Colour thief Poetry The sound collector
Hook with a book	Willy and Hugh Willy the Wimp Willy the Champ Anthony Browne	Traditional tale – The Cracked Pot (an Indian tale) The Hare and the Tortoise	Meet Captain Cook, Rae Murdie Laika, Nick Abadzis	The Further Adventures of the Owl and the Pussycat, Julia Donaldson	Frog Belly Rat Bone, Timothy Ering Red Tree Sean Tann, Eric Sean Tann	The Sound Collector, Roger McGough Jack and the Bean Stalk, Roald Dahl

Year 2	Autumn		Spring		Winter	
Mathematics	Numbers to 100 Count numbers up to 100 Place value Compare numbers Number bonds Number patterns Addition and Subtraction Single digit to 2 digit number Simple addition of 10's and 1's Two 2 digit numbers Subtracting units from a 2 digit number	Multiplication of 2, 5 and 10 Multiplication as equal groups Times tables Multiplying by 2,5 and 10 Multiplication and Division of 2, 5 and 10 Grouping Sharing Dividing by 2, 5 and 10 Using multiplication and division skills Odd and even numbers Length Measure length using standard unit of measure Measuring in centimetres Comparing in meters Comparing in centimetres Comparing length of lines	Mass Measuring mass in kilograms, grams Comparing mass of 2 objects Comparing mass of 3 objects Use scales and balances to measure mass accurately Temperature Reading temperature Estimating temperature Picture Graphs Read and interpret a picture graph	More Word Problems Using the bar model Money Writing amounts of money Recognise value of notes Recognise value of coins Create equal amounts of money using different coins To exchange denominations of money for different coins Calculate change from £100 or less Use bar model Two-Dimensional Shapes Three-Dimensional Shapes	Fractions Halves Quarters Thirds Use numerator and denominator Recognise equivalent fractions Compare and order Count the number of wholes and parts to form mixed numbers	Time Tell and write time to 5 minute intervals Sequence events of day Draw hands on clock Volume

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<p>Science</p> <p>(AT 1 covered throughout the year)</p>	<p>Use of everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Use of everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>living thing and habitats</p> <p>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.</p>	<p>Living thing and habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</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>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Animals including humans</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>

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RE	<p>How do Christians and Muslims celebrate new life? Investigate the beliefs and practices of religions and other world views, including:</p> <p>Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders.</p> <p>Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>	<p>How can we look after our planet? investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses.</p> <p>Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>	<p>How can we make good choices? Investigate the beliefs and practices of religions and other world views, including:</p> <p>Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses.</p>	<p>How and why do people pray? Investigate the beliefs and practices of religions and other world views, including:</p> <p>Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p>The nature of religion and belief and its key concepts; Ultimate Questions of belonging, meaning, purpose and truth.</p>	<p>How can we look after our planet? Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</p> <p>Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>
SMSC	<p>Moral: Developing and expressing personal views or values Moral: Investigating moral values and ethical issues Moral: Recognising right and wrong and applying it Social: Participating, cooperating and resolving conflicts Spiritual: Exploring the values and beliefs of others</p>				

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British Values	Democracy Individual liberty Mutual respect and tolerance The rule of law			
Values	Belonging, kindness, joy, love, peace, hope	Thankfulness, democracy, forgiveness, self-control, faithfulness		Service, forbearance, gentleness, humility, endurance, change
History	<p>How has Leeds changed? What has stayed the same?</p> <p>We look at some of the significant buildings as well as the river Aire, finding out how they have changed over time. We also learn about people who have significantly impacted life in our city.</p> <p>Significant historical events, people and places in their own locality</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:</p> <p>Understand historical concepts such as continuity and change</p> <p>Understand the methods of historical enquiry.</p>	<p>Who made the greatest contribution to humanity; Captain Cook or Neil Armstrong?</p> <p>Using the journeys of Cook and Armstrong we find out about life in their times looking closely at technology and communication.</p> <p>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 Christopher Columbus and Neil Armstrong.</p> <p>How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires.</p> <p>Understand historical concepts such as cause and consequence, similarity, difference and significance.</p> <p>Including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</p>		

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Geography	<p>What are the human and physical features of Leeds?</p> <p>Place knowledge 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>Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Geographical skills and fieldwork Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>What are the human and physical features of Kolkata, India? How does it compare to Leeds?</p> <p>Place knowledge 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>Human and physical geography The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: key physical and human features</p> <p>Geographical skills and fieldwork 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>	<p>What did Captain Cook encounter on his journey's around the globe?</p> <p>Locational knowledge Name and locate the world's seven continents and five oceans.</p> <p>Human and physical geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork 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>	<p>Where are we going? How do we get there?</p> <p>Geographical skills and fieldwork 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.</p> <p>Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and Physical features; devise a simple map; and use and construct basic symbols in a key.</p>

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Art	Atkinson Grimshaw Pastel	Indian art Batik Clay pots Banyan tree (large scale painting)	Collage Botanical drawing Joseph Banks	Sophie Ryder Wire sculptures	Lyn Bailey Ruth Green Print	David Hockney Paint Clay tiles
	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, Experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>					
Technology Evaluating processes and products ongoing throughout the year	<p>Structures Design a bridge to cross the river Aire. Make a model to represent your design that can hold a toy car.</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>Food Create a special meal for Diwali that includes a healthy curry.</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>Mechanisms Design and make a page for an explanation book about either Captain Cook or Neil Armstrong that includes moving parts.</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>		<p>Textiles Make a felt badge to show your imaginary flower that grew from Eric's space seeds.</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Evaluate Evaluate their ideas and products against design criteria.</p>	<p>Food What can we make for the kitchen staff to say thank you for cooking for us? (using the vegetables grown in summer 1)</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>

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Technology continued	<p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate Explore and evaluate a range of existing products.</p>	<p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate Explore and evaluate a range of existing products.</p>		<p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate Explore and evaluate a range of existing products.</p>

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Computing	Probots Textese turtle 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 algorithms.		Word – word processing skills Visit another class’ blog and leave a comment. Use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school.		Creating tables and spreadsheets, and generating graphs and charts. Use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school.	
Music	From Leeds to Leodis Focus: Duration Using maps to link pulse to symbols. Control duration with my voice and instruments – longer/ shorter sounds Copy a simple rhythm. Differentiate between pulse and rhythm. Use a rhythmic ostinato to accompany a song.	Kolkata – The City of Joy! Focus: Genre/Timber Use BBC resources to learn about Indian instruments/ compare and use Choose sounds to represent ideas. Differentiate between metal, wood, tuned and untuned instruments. Accompany songs with thought to the meaning/ mood. Suggest changes to performances by using the opposites e.g. faster/slower. Listen to other people perform and say what I like/dislike.	To the four corners of the earth and beyond. The planets Focus: Listening/ Tempo Listen to Mars/Venus by Holst. Compare tempo and create own slow/fast Describe music and express my feelings about the mood of music through words or pictures Listen and respond to a specific question about a piece of music Control changes in tempo with my body and instruments.	In the light of the Moon Echoes – call and response FOCUS: PITCH/DYNAMICS Control changes in pitches with my voice and instruments Create and perform simple melodies using two tones on a tuned instrument. Control changes in dynamics with my voice and instruments. Choose appropriate dynamics from songs and accompaniment..	Frog Belly Rat Bone 1,2,3.. Descriptive Soundscape Focus: Composition/ Texture Respond to instructions given musically using body and instruments. Choose and order sounds and patterns. Compose in a small group. Suggest changes to performance by using the opposites. Layer patterns together. Decide on combinations of sounds for a particular task. Perform to people I don’t know. Respond to the needs of different performing locations.	Let’s go outdoors The sounds of nature – sounds for a walk outdoors Focus: Structure/Notation Instrument selection/ dynamics to represent different elements in nature). Compose in a small group. Understand that a piece of music is made up of different sections eg. Beginning, ending, verse chorus. Perform sounds including pitch and rhythm from a simple graphic score. Use symbols to notate my compositions. Sit silent with an instrument. Practice and refine performances in groups as a class.

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PSHCE Weekly values lessons	It's Our World The wider community and local democracy. Rights and responsibilities. Environmental awareness and sustainability issues	People Around Us Global citizenship. Different identities around the world. Challenging prejudice. Support networks – relationships and families. Anti-bullying	Growing Up Differences between boys and girls. Managing change. Preparing for transition	Who Like Chocolate? Fair trade Globalisation Inequalities Hunger and poverty Media and stereotyping	Say No! Drugs Education Medicine and legal drugs Safe use of household materials Feeling safe Anti-bullying (recap from anti-bullying week)	Money Matters Understanding finance and money Shopping and budgeting Risk and debt Goal-setting and motivation
Enterprise	Christmas performance DVDs		World maths day 'shape game'			
PE	Develop basic skills through Gymnastics Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns.		Games Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.		Athletics Games Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	
Outdoor provision (possible focus links)	Visit Woodland to see seasonal change.		Visit Woodland to see seasonal change.		Visit Woodland to see seasonal change and use as a stimulus for clay work in art.	