

Year 2 Long Term Plan 2020 - 2021

Our Missions: We believe ACE children should have...	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Responsible Steps 	Enquiring Minds 	Resilient Spirits 	Helping Hands 	A Sense of Wonder 	Open Heart 
Driver of our learning & big questions to answers and ideas to investigate	Imitation Which building in Leeds copied Cuthbert Brodrick building design? What can you imitate from Anthony Browne? Which cultural celebration does the <i>Leeds Carnival mirror</i> ? What safe and responsible behaviour should you follow ?	Questioning What questions do you have about India and how the citizens of India see the world? Can you investigate a traditional tale from another culture? How are we the same and how are we different? What makes a 'family' in different places around the world?	Perseverance How did Captain Cook show perseverance in order to captain the HMS Endeavour to Terra Australis? What was Neil Armstrong's goal ? How did the Maori people remain strong and determined when their country was invaded? How does medicine & healthy choices help our bodies to push through illness?	Collaboration What is similar about respect, partnership and collaboration ? Can you have one without the others? How do the owl and the pussy work together with the thief to get the stolen ring back? Can we unite to achieve a 'healthy' goal? How does money make us cooperate ? Does money follow rules?	Creating What was the point in creating Frog Belly Rat Bone? Can you be creative with 'waste'? Are boys and girls created differently? How do seeds produce plants?	Empathy Can you sympathise with a thief? In what ways did Titus Salt show empathy towards his workers? What do you think people's point of view of David Hockney's Art is? How do good friends understand each other?
UNIT: Hook/ignition Learning Outside the Classroom	Leodis to Leeds Eric crash landed Leeds city centre visit	Kolkata the City of Joy Taste of India day Rickshaw Pullers - scrap shed	To the Four Corners of the Earth and Beyond Neil Armstrong Visitor Treasure Hunt	In the Light of the Moon Pea Green soup tasting Nocturnal animals visitor (Zoolab) Boats made from natural materials	Seeds Of Wonder Meerkat Visitor Pond Dipping	The Colour Thief Finding the colour thief Colour Trail around school
Vehicle (Subject leading thematic units)	Geography & History	Geography & RE	Geography & History	Science & English	Science & Design Technology	PSHE & English
Celebration	Leeds Bridge Museum	Take me to India Event	Dress as an explorer day	Performance for parents; dance & poetry recital	Frog Belly Garden	Colour splash T shirt
Personal Development Focus (Passengers in Learning) Visible learning (VL) Skills for Life (SFL) Christian Values (CV)	VL: Imitation, Planning, Managing Distractions and Questioning. SFL: Coping with life, Art of thinking and Understanding rights and responsibilities. CV: Belonging, Joy and Kindness	VL: Imitation, Planning, Managing Distractions, Questioning and Collaboration SFL: Art of thinking, Managing Media and Managing Relationships. CV: Hope, Peace and Love	VL: Imitation, Planning, Managing Distractions, Questioning, Collaboration and Revising SFL: Developing a healthy lifestyle, Art of thinking and Communicating clearly. CV: Thankfulness, Democracy and Forgiveness	VL: Imitation, Planning, Managing Distractions, Questioning, Collaboration , Revising and Perseverance SFL: Developing a healthy lifestyle, Goal Setting and Effective Decision making. CV: Self-control and Faithfulness	VL: Imitation, Planning, Managing Distractions, Questioning, Collaboration , Revising , Perseverance , Imagining and Making links SFL: Developing a Healthy and Managing relationship. CV: Service, Forbearance and Gentleness	VL: Imitation, Planning, Managing Distractions, Questioning, Collaboration , Revising , Perseverance , Imagining and Making links SFL: Managing relationships, Engaging in the community and Managing Finances (linked to enterprise) CV: Humility, Endurance and Change
What is our key learning this year?						
Gen: Informational Knowledge			Skills: Skill and Strategy Knowledge			
ACE Reader (Reading)	Gen: Anthony Browne Texts: Gorilla Willy the wizard , Willy and Hugh. Skills: Retrieval, inference.	Gen: Non fiction - India; The cracked Pot; Traditional Indian Tales ; Nativity Story Skills: Retrieval, inference, gist.	Gen: Meet Captain Cook,(Rae Murdie) Captain Cook (Rebecca Levene) and Laika (Nick Abadzis) Skills: Retrieval, inference, gist, test techniques.	Gen: The Further; Adventures of the Owl and the Pussycat (Julia Donaldson) Skills: Retrieval, inference, gist, test techniques.	Gen: Meerkat Mail (Emily Gravett) and Frog Belly Rat Bone (Timothy Ering) Skills: Retrieval, inference, author's choice, gist, test techniques.	Gen: The Colour Thief (Gabriel Alborozo); Skills: Retrieval, inference, author's choice, gist, test techniques.
ACE Writer (Writing)	Gen: Stories by the same author (Anthony Browne- Write a story using the character Willy the Wizard), letters/ diary entry and a newspaper report (Leeds). Skills: Use Capitals (Proper nouns/I), full stops, exclamation marks, question mark and apostrophe for contraction.	Gen: Instructions (making food), Non Chronological report (India) and Persuasion (Debate - River Ganges). Skills: Use non fiction writing frames, boxing up (child chooses categories), bubble mapping (for boxing up). Punctuation (. ? !) , time openers (next, then, after...), noun phrases (the long river, the spicy curry...), adjectives, sentence types (statements, exclamations, commands, questions) and conjunctions to explain (and, so because, but).	Gen: Diary Entry (moon landing); Chronological Report (Captain Cook's life) and fiction - Story about an explorer. Skills: Punctuation (. ? !) , time Openers (next, then, after...), noun phrases (the roaring rocket, the brave astronaut...), adjectives, sentence types (statements, exclamations, commands, questions), conjunctions to explain (and, so because, but) and using first and third person narrative (I, me, my) (they, he she).	Gen: Classical poetry (Owl and the Pussy Cat Non Chronological report (Owls), innovating a story (Further adventures of the Owl and the pussycat) and persuasive writing (Who stole the ring?). Skills: Punctuation (. ? , , !) , expanded noun phrases (the beautiful golden ring, the delicious runny honey...), adjectives, sentence types (statements, exclamations, commands, questions), conjunctions to explain (and, so because, but) and using first and third person narrative (I, me, my) (they, he she).	Gen: Non Chronological report (Meerkats) and Persuasion (write letter from the thieves asking for forgiveness). Skills: non fiction writing frames, boxing up (child chooses categories), bubble mapping (for boxing up) punctuation, openers, noun phrases, adjectives, sentence types and conjunctions to explain.	Gen: Fiction (Colour thief story writing), Poetry (the sound collector), Stories on a theme (Eric; writing a story about planting seeds to improve an area). Skills: Story openers, Independence, written story maps, non fiction writing frames, Story mountains, Punctuation, openers, noun phrases, adjectives, sentence types and conjunctions to explain.

Page 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Responsible Steps 	Enquiring Minds 	Resilient Spirits 	Helping Hands 	A Sense of Wonder 	Open Heart 
	Leodis to Leeds	Kolkata the City of Joy	To the Four Corners of the Earth and Beyond	In the Light of the Moon	Seeds Of Wonder	The Colour Thief
ACE Mathematician (Maths)	<p>Gen: Numbers to 100 Skills: Count numbers up to 100, place value, compare numbers, number bonds and number patterns</p> <p>Gen: Addition and Subtraction Skills: Single digit to 2 digit number, simple addition of 10s and 1s, two 2 digit numbers and subtracting units from a 2 digit number.</p>	<p>Gen: Multiplication of 2, 5 and 10: Skills: Multiplication as equal groups, multiplying by 2,5 and 10 and recall of times table facts.</p> <p>Gen: Multiplication and division of 2, 5 and 10 Skills: Grouping Sharing, dividing by 2, 5 and 10, using multiplication and division skills and odd and even numbers.</p> <p>Gen: Length Skills: Measure length using, standard unit of measure, measuring in centimetres, comparing in meters, comparing in centimetres and comparing length of lines.</p>	<p>Gen: Temperature Skills:Reading temperature; estimating temperature.</p> <p>Gen: Fractions: Skills: Halves, quarters, thirds, use numerator and denominator; recognise equivalent fractions and compare, order and count the number of wholes and parts to form mixed numbers.</p>	<p>Gen: Money Skills: 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 and to use the bar model.</p> <p>Gen: Two-dimensional shapes Skills: identifying side, vertices, lines of symmetry, sorting shapes, drawing shapes & making patterns; moving and turning shapes</p> <p>Gen: Three-Dimensional Shapes Skills: recognising and describing 3D shapes grouping, forming and making patterns.</p>	<p>Gen: Mass Skills: Measuring mass in kilograms and grams, comparing mass of 2 objects, comparing mass of 3 objects and using scales and balances to measure mass accurately.</p> <p>Gen: Picture graphs Skills: Read and interpret a picture graph.</p> <p>Gen: More word problems Skills: Using the bar model</p>	<p>Gen: Time Skills: Tell and write 'to' times, minute intervals, sequence events of day and drawing hands on a clock.</p> <p>Gen: Volume Skills: Comparing and measuring litres and millilitres.</p>
ACE Scientist (Science)	<p>UNIT: <u>Living things</u> and their habitats Gen: Difference between living, dead and never lived and how habitats support survival. Skills: Questioning and observing</p>	<p>UNIT: Living Things and <u>their habitats</u> Gen: Plants and animals in their habitats (including micro habitats & food chains). Skills: Gathering, presenting and recording data. Role model - Al Jahiz</p>	<p>UNIT: Use of everyday materials Gen: Suitability of a variety of everyday materials for a particular use. Skills: Predicting and concluding Role model - Emily Roebling</p>	<p>UNIT: Use of everyday materials Gen: Changing the shape of solid objects by squashing, bending, twisting and stretching (reversible vs irreversible change). Skills: Investigating and working collaboratively Trip - Owl Keeper</p>	<p>UNIT: Plants Gen: Describe growth from seed to maturing plant and variables in plant growth (water, light and temperature). Skills: Investigating, gathering, presenting and recording data. Trip - Yorkshire wildlife park</p>	<p>UNIT: Animals including humans Gen: Basic needs for living things (water, food, air), growing from offspring to adults and the Importance of diet and exercise. Skills: Observing, predicting and concluding. Trip - Saltaire - Roberts Park</p>
A Safe ACE (PSHE) You Me and PSHE (YM&PSHE) Relationships and Sex Education (RSE)	<p>Gen: YM&PSHE Keeping safe and Managing Risk: indoors and outdoors <u>Mindmate:</u> Feeling good and being me Skills: Describe what to do if there is an emergency, understand that they can take some responsibility for their own safety, assess whether a situation is safe or unsafe, identifies hazards in relation to road safety and can explain how to cross the road safely and understand the importance of always telling someone where they are going or playing.</p>	<p>Gen: Different families same love. <u>Mindmate:</u> Being the same and being different Skills: Define difference and similarity; understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that; Identify different family structures, define what these have in common (love), recognise some of the prejudices families encounter and learn to ask respectful questions about these differences.</p>	<p>Gen: YM&PSHE: Medicines and me. <u>Mindmate:</u> Strong emotions Skills: Identify specific uses of some medicines, suggest alternatives to taking medicine and when these might be helpful and say how medicines can be harmful if not taken correctly.</p>	<p>Gen: YM&PSHE: Physical health and fitness: what keeps me healthy <u>Mindmate:</u> Friends and Family Skills: Identify who helps them make choices about the food they eat, describe some ways of being physically active throughout the day, explain why it is important to rest and get enough sleep, as well as be active; understand that an hour a day of physical activity is important for good health, describe everyday routines to help take care of their bodies, including oral health and understand how basic hygiene routines can stop the spread of disease.</p>	<p>Gen: YM&PSHE RSE: difference between boys and girls. <u>Mindmate:</u> Life Changes Skills: Describe the biological differences between male and female, identify and name biological terms for male and female sex parts (labels with confidence), understand that the creation of life requires a male and female, Identifies key stages in the human life cycle, identify 2 ways they have changed since being a baby, identify ways we show care towards each other, describe different types of family and identify what is special and different about their home life.</p>	<p>Gen: YM&PSHE: Mental Health and Wellbeing : Friendship. <u>Mindmate:</u> Problem solving/making it better Skills: identify and explain why people are special to them; understand what makes a good friend; gives examples of how someone they care (start to do this practically); understand how people might feel if they are left out or excluded from friendships; recognise when someone needs a friend and know some ways to approach making friends; know who they can talk to if they are worried about friendship; identify some ways that friendships can go wrong and can describe some ways to sort out friendship problems.</p>
ACE Historian (History)	<p>Gen: Leeds change over time, including Leeds West Indian Carnival Skills: Making comparisons and observing changes over time.</p>		<p>Gen: Significant individuals - Explorers (Neil Armstrong & Captain Cook) Skills: Understand how significant individuals have contributed to society and chronology of events.</p>			<p>Gen: Significant individuals - Titus Salt Skills: Compare changes to an area, understand how significant individuals have contributed to society and chronology of events.</p>
ACE Musician (Music)	<p>Gen: Music in Leeds: boomwhackers, recognise the chorus as a repeated part of a song, music reflects Leeds vibrant and diverse population: Corinne Bailey Ray, Opera North and West Indian carnival music. Skills: To listen to and discuss a range of music made in Leeds to recognise diversity within Leeds musical output, perform chorus of 'Put your record on' on boomwhackers.</p>	<p>Gen: Percussion - link to rainfall, timbre (different types of sounds) Skills: Observe a choir making the sounds of a storm using body percussion, children work together to compose short patterns using body percussion.</p> <p>Gen: 'The night of a thousand lights' - Sing Up Skills: Use voices to perform songs as an ensemble, listening, singing interval of 5th – from C to a G.</p>	<p>Gen: 'Short ride in a fast machine' by John Adams and pulse (a steady beat, like a ticking clock). Skills: Using untuned percussion in groups, create simple patterns using the same pulse and combine patterns together as a class to create "A Short Ride in a Class Machine".</p>	<p>Gen: Song from SingUp and pitch (high and low sounds). Skills: Use voices to perform songs as an ensemble, listening, call and response, reference the pitch of the songs and how pitch can be high and low.</p>	<p>Gen: African vocal music, texture – call and response (a leader leads the call and then the class responds). Skills: Sing African vocal music as a class, watching for visual queues to breathe and sing together, link to meerkats (Geography) and to use call and response.</p>	<p>Gen: Pulse (a steady beat, like a ticking clock), working as an ensemble, using technology. Skills: Using technology (BBC Bring the noise), use different untuned percussion instruments to feel and play along with the pulse, clap and say favourite colour, on off beats (beats 2 and 4) and to play different pulse games such as Ha!, Pat Pat Clap, Mexican Clap (links in progression) to develop a sense of pulse and ensemble.</p>
ACE Geographer (Geography)	<p>Gen: Consolidating the concept of country, city and coastline, defining human and physical features, identifying human and physical features of Leeds and recognising how Leeds has developed over time (transport and amenities). SKILLS: Compass directions and grid references, communication (including Geographical vocabulary – near, far, North, South, East, West, left, right); using maps, atlases and globes; observing, measuring and recording.</p>	<p>Gen: Identifying hot and cold locations in relation to the Equator, North and South Pole on a world map, locating continents, ocean, UK and India localities, comparing human and physical features of Kolkata (India) with Leeds (UK) including: precipitation charts, temperature, transport and perform a simple comparison of major rivers (Aire and the Ganges). SKILLS: Using map atlases and globes, ICT, communication, questioning and enquiry, digital mapping, aerial and planned views.</p>	<p>Gen: Tracking Captain Cook's Voyage/s around the world, consolidating the knowledge of the world's continents and oceans, understand why some plants are found in different areas of the world (climate & precipitation -the Banksia plant). SKILLS: Questioning & enquiry, using maps, atlases and globes; ICT and digital mapping.</p>	<p>Gen: Locating landmarks visited by the 'Owl and the Pussy Cat'. SKILLS: Using maps, atlases and globes; plan and aerial view, symbols and keys, compass directions and grid references.</p>		<p>Gen: How is Saltaire similar and different to Leeds. Why was a mill town built where it was? Transport links. Skills: Compare and contrast two localities and be able to identify similarities and differences between the two.</p>
<p>Geographical challenge: Which is the wettest month? Create a rain gauge and monitor it throughout the year taking monthly readings. Create a bar graph to show rain levels. SKILL: Observing, measuring & recording</p>						

Page 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Responsible Steps 	Enquiring Minds 	Resilient Spirits 	Helping Hands 	A Sense of Wonder 	Open Heart 
	Leodis to Leeds	Kolkata the City of Joy	To the Four Corners of the Earth and Beyond	In the Light of the Moon	Seeds Of Wonder	The Colour Thief
ACE Worshipper (RE) LAS (Leeds Agreed Scheme) UC (Understanding Christianity)	Gen: How and why do people pray? (LAS) Religions: Christianity, Islam and non-religious approaches to life with some reference to Judaism Skills: Think, study and reflect, understanding the text and making connections.	Gen: How can we make good choices? (LAS) Religions: Christianity, Islam and non-religious approaches to life, with some reference to Judaism Skills: Think, study and reflect, understanding the text and making connections.	Gen: What is the Good News Jesus brings? (UC 1.4) Religions: Christianity, Islam and non-religious approaches to life, with some reference to Judaism Skills: Think, study and reflect, understanding the text and making connections. .	Gen: Why does Easter matter to Christians? (UC 1.5) Religions: Christianity, Islam and non-religious approaches to life, with some reference to Judaism Skills: Think, study and reflect, understanding the text and making connections.	Gen: Who made the World? Digging deeper (UC 1.2) Religions: Christianity, Islam and non-religious approaches to life, with some reference to Judaism Skills: Think, study and reflect, understanding the text and making connections.	Gen: How can we look after the planet? (LAS) Religions: Christianity, Islam and non-religious approaches to life, with some reference to Judaism Skills: Think, study and reflect, understanding the text and making connections.
Active ACE (PE & Dance)	Gen: Multi-skills Skills: Partner work, coordination, rolling balls, throwing balls, eye/ hand coordination, throwing and receiving consistently and accurate passing.	Gen: Invasion games Skills: Teamwork, following simple rules, dodging, travelling safely, throwing and aiming.	Gen: Rugby (Invasion games) Skills: Passing, travelling and collaboration	Gen: Tennis Skills: Grip, hand-eye coordination and partner work	Gen: Track and field Skills: Correct running form and collaboration	Gen: Field athletics Skills: Throwing and jumping and, collaboration
Digital ACE (Computing)	Gen: Probots, Textese turtle, Research using websites Skills: Algorithms, execute by following precise and unambiguous instructions, create and debug simple programs and use logical reasoning to predict algorithms.		Gen: Word – word processing programme, visit another class’s blog and leave a comment. Skills: Use technology purposefully to create, organise, store, manipulate and retrieve digital content and recognise common uses of information technology beyond school.		Gen: How to create tables and spreadsheets and generating graphs and charts. Skills: Organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school.	
ACE Artist (Art)	Art Appreciation Gen: Atkinson Grimshaw; ‘Boar Lane’ and ‘Leeds by Lamplight’. ART Project Gen: How to observe and explore line and shape using drawing to identify the outline of a shape, how to use stitching (running stitch) to add depth, notice the relationship between the positive and negative in printing and how to weave. Skills: Use different drawing material combinations e.g. wax as a resist and apply watercolour over the top, looking at composition (what has made up the layout/ design/ arrangement), create tints and tones of the secondary colour green, accurately cut around an outline to reveal the positive and negative shape, develop fine motor skills in weaving and sewing (to appreciate the up and down/in and out threading movements) and ink up and create a print. TRIP: Visit Leeds Art Gallery: Look at a Grimshaw	Art Appreciation - Batik Art ART Project Gen: Identify and create pattern. How to batik, know that wax melts from a solid to a liquid when heated and will solidify again when cool and that wax makes a resist. Skills: To carefully trace over an existing line.	Art Appreciation Gen: Yinka Shonibare MBE ‘Nelson’s Ship in a Bottle’ (2010) ART Project Gen: Use of Colour in calm ocean and stormy ocean paintings. What emotions and atmosphere do colours evoke? How to observe line in drawing and printmaking. Skills: Develop fine motor skill of wrapping, folding, scrunching, twisting, tying and sticking, apply a technique or gesture to represent themes, mix secondary colours from primary colours and to create tints and tones of a colour, traditional use of paper orientation, explore background and foreground, look at composition (what has made up the layout/ design/ arrangement and to create a string calligraphy/ relief print.	ART Project Gen: To transform a flat sheet of paper into a three dimensional form. Skills: Manipulate paper by folding, unfolding, screwing, scrunching, snipping, curling, plaiting, tearing, gluing to create a composition.	ART Project Gen: How to observe and explore subject matter through drawing and watercolour. Develop an awareness of different watercolour techniques (wet on dry, wet on wet, watercolour over pencil, pen over watercolour and resist); know the components of a botanical drawing are accuracy, a white background and watercolour; recognise shadow in a life study, benefits of using graphite stick for mark making, ways of joining and how to construct by binding and tying. Skills: Hand-eye coordination, look carefully, use splatter, wax (resist), tissue and watercolour techniques to transform a flat sheet of paper; create a three dimensional form by manipulating paper, fine motor skills of wrapping, folding, scrunching, twisting, tying and binding in order to join.	ART Project Gen: To understand the colour wheel and why primary colours, secondary colours and complementary colours are positioned where they are. Know how a tertiary colour is made. Skills: Us a clean brush when mixing paints, manipulate paper by folding and cutting as well as weaving under and over. TRIP: Visit Salts Mill: Look at the work of David Hockney
ACE Designer (DT)	Gen: Design a bridge to cross the river Aire. Skill: Design, generate, develop, model and communicate ideas, sawing, cutting, measuring, joining, constructing.		Gen: Design and make a moon lander. Skill: Design a purposeful product to meet a given criteria, generate, develop, model and communicate ideas.		Gen: Textiles- Design and make a Frog Belly Rat Bone Skill: Design, generate, develop, model and communicate ideas, sewing, cutting, measuring and joining.	Gen: Textiles Make a felt badge to show your imaginary flower that grew from Eric’s space seeds Skill: Design, generate, develop, model and communicate ideas, cutting, measuring and joining.
ACE Cook (Food Technology)		Gen: Create a special meal for Diwali which includes a healthy curry. Skill: Cutting, chopping, peeling and observing adults.		Gen: Make pea soup Skill: Slicing, cutting, chopping and mixing.	Gen: Make an omelette Skill: Cutting, beating, mixing and grating	Gen: Make a potato salad Skills: chopping, peeling and mixing.
ACE Gardener	Gen: Harvesting (Wheat) Skills: Harvesting				Gen: Grow vegetables (potatoes) Skills: Digging, planting and observing	Gen: Harvesting potatoes Skills: Observing, harvesting and removal.