



Year 2- Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school themes	Looking after our planet	Exploration and Discovery	Counties, Countries and Continents	Marvellous Men and Women	Active Planet	Changing Britain
Unit of Learning	Why do we need to look after our oceans?	Who would you go exploring with? (Columbus or Cook)	Are all islands the same?	Was the building of the Titanic a good idea?	Does it Snow in Africa?	Was Sir Francis Drake a hero or a villain?
Reading	 <p>Fiction 4.8 (Local adventure)</p> <p>Non-fiction every Friday.</p> <p>Author in Focus: Julia Donaldson</p>	 <p>Fiction 3.3 (Friendship and new beginnings)</p> <p>Non-fiction every Friday.</p> <p>Author in Focus: Michael Rosen</p>	 <p>Fiction: 4.1 (Magical realism)</p> <p>Non-fiction every Friday.</p> <p>Text on significant person – Princess Diana</p> <p>Author in Focus: Oliver Jeffers</p>	 <p>Fiction: 3.8 (Local author Friendship)</p> <p>Non-fiction every Friday.</p> <p>Author in Focus: Sue Hendra</p>	 <p>Fiction: 4.0 (Environmental)</p> <p>Non-fiction every Friday.</p> <p>Text on significant person – Mother Teresa</p> <p>Author in Focus: Catherine Raynor</p>	 <p>Fiction 5.2 (Classic)</p> <p>Non-fiction every Friday.</p> <p>Text on significant person – Henry VIII</p> <p>Author in Focus: Allan Ahlberg</p>
Writing	<p>Jack and the Beanstalk Portal</p> <p>Giants Information</p>	<p>The Papaya that spoke: Journey</p> <p>Buy a talking papaya: Persuasion</p>	<p>Kassim and the Greedy Dragon: DTM Suspense</p> <p>Spine poems</p>	<p>Dragon discovered: Recount - newspaper</p> <p>Performance poetry: Rhythm of life</p>	<p>Elves + The Shoemaker Rags to riches</p> <p>Poetry: 6 things found in an Elf's knapsack</p>	<p>The Magic Brush Finding</p> <p>How to use a magic brush: Instruction</p>
Maths	Number: place value Number: addition	Number: subtraction	Measurement: money	Measurement: length and height	Number: fractions Measurement: time	Statistics



Year 2- Long Term Plan

		Geometry: shape	Number: multiplication and division	Measurement: mass, capacity and temperature		Geometry: position and direction
Science	<p>Are all habitats the same? Living things and habitats Children will learn all about different habitats, building upon their knowledge of animal groups in Year 1 and they will describe how animals obtain their food and explore things that are living, things that are dead and things that have never been alive.</p>	<p>How will I grow up healthy? Animals including humans Children will learn that humans are animals. They will identify an animal's basic needs and recognise the importance of exercise, diet and hygiene to stay healthy.</p>	<p>How useful are materials? Everyday materials Children will identify, compare and investigate the suitability of a variety of everyday materials. They will look at travel between islands and can use this as a basis for discussion about the use of everyday materials.</p>	<p>How can we answer a scientific question? Working Scientifically Children will develop their investigative skills in a range of scientific enquiries. They will plan, carry out and conclude during this unit.</p>	<p>Can all plants and animals survive in the desert? Living things and their Habitats Children will build upon the understanding of habitats by looking at plants and animals in Africa.</p>	<p>Can a plant survive without light? Plants Children will build upon their knowledge of plants from EYFS and Year 1 by learning about how seeds/bulbs grow into healthy plants. They will also look at the needs of a plant and what a plant will need to stay healthy.</p>
History/Geography	<p>Why do we need to look after our oceans? Having established local, regional and national locational knowledge in year 1. This unit of learning develops a knowledge of the Oceans and seas and 7 continents (and the movements of plates tectonic) as represented on a globe, map and aerial photographs. They will consider how the oceans benefit people</p>	<p>Who would you go exploring with? Building on their knowledge of the oceans in 'World of water,' pupils learn about the explorer, Christopher Columbus (1492- when Henry 8th was in power) . They make links with the origins of the globe they learnt about in 'What is Planet Earth?' They will</p>	<p>Are all islands the same? Pupils deepen their understanding and learn what an island is; how islands are made through natural processes, how people travel to islands and the problems with this; that the UK is an island and that is has islands surrounding it</p>	<p>Was the building of the Titanic a good idea? This topic looks at the Titanic (1912 when George V was king); the facts and evidence surrounding the event along with what life was like in 1912 then and now. This unit of work compares the actions of the more local Penlee</p>	<p>Does it Snow in Africa? Having explored a comparison of 2 contrasting cities and 2 contrasting countries pupils now compare a non- European country- Egypt. Using maps, globes, aerial photos and dollar street, pupils compare the physical and human features such as trade, natural resources, settlement, land use, , tourism, weather and climate and culture. Describe and compare the weather throughout the</p>	<p>Was Sir Francis Drake a hero or a villain? This unit links to previous learning about the Elizabethan era and links to the explorer Francis Drake (1577), who followed Columbus's journey. It looks at the causes and consequences and significance of the invasion of The Spanish Armada.</p>



Year 2- Long Term Plan

	and the problems facing the oceans.	compare Columbus' life with the life of James Cook, a mapmaker, and his explorations (1768 when George 3 was king) and the causes and cure for scurvy. Introduction to the reliability of different sources.	Contrast the human and physical geography of Trinidad and Tobago, including Caribbean culture (BAME) with the UK.	lifeboat disaster in 1981.	year and what are the effects.	
Art/DT	DT: Mechanisms: Wheels and axles. Design, make, and evaluate a vehicle with axles that will move freely with securely fixed wheels.	DT: Food: Preparing fruit and vegetables. Design, make and evaluate a healthy wrap for an explorer involving basic food preparation and an awareness of basic food hygiene.	DT: Textiles: Templates and joining techniques. Design, make and evaluate a pouch to securely carry diamonds (linked to English text). Create and use templates to cut fabric. Join fabric using the most appropriate technique, including simple stitches.	Art: Focus: Drawing Skills: - Experiment with tools and surfaces (chalk on concrete, oil pastel on paper) -Experiment with tone to create light and dark Artist Study: Ralph Curnow (Marine artist , he spent 11 years on crew of Penlee lifeboat) Focus to be on 'waves'.	Art: Focus: Painting Skills: -Discuss regular and irregular pattern -Make many tones of colour -Develop ideas Artist Study: Tingatinga Art (African Culture).	Art: Focus: 3D Skills:- Use decorative techniques, patterns and textures in 3D -Experiment by arranging, repeating, overlapping to create pattern.
Computing	Project Evolve Online Safety: 1) Self-image 2) Health, well-being and lifestyle What is information technology?	Project Evolve Online Safety: 3) Online Reputation 4) Online Bullying Photography:	Project Evolve Online Safety: 5) Online Relationships Robot Algorithms:	Project Evolve Online Safety: 6) Managing Online Information Pictograms: Collecting data in tally charts and	Project Evolve Online Safety: 7) Privacy and Security Digital writing: Using a computer to create and format text,	Project Evolve Online Safety: 8) Copywrite and Ownership Programming animations:



Year 2- Long Term Plan

	Identifying IT and how its responsible use improves our world in school and beyond.	Capturing and changing digital photographs for different purposes.	Creating and debugging programs and using logical reasoning to make predictions.	using attributes to organise and present data on a computer.	before comparing to writing non-digitally.	Designing and programming the movement of a character on screen to tell stories.
Music	<p><u>Pulse, rhythm and pitch:</u></p> <ul style="list-style-type: none"> Compose to a story/picture while keeping a beat. Timbre and Classical music will be explored. 	<p><u>Inventing a musical story:</u></p> <ul style="list-style-type: none"> Pitch range of <i>do-so</i>. Religious performance Rhythm of Indonesian music – cultural appreciation. 	<p><u>Recognising different sounds:</u></p> <ul style="list-style-type: none"> Explore dynamics and tempo Sing with expression. Explore rhythm through instruments 	<p><u>Exploring improvisation:</u></p> <ul style="list-style-type: none"> Improvise with technology. Find the beat within the structure of music. Rock & Roll genre. 	<p><u>Playing in an orchestra: Learn to play the Ukulele.</u></p> <ul style="list-style-type: none"> Explore notation. Exploring texture by playing short rhythmic patterns. 	<p><u>Out big concert: Ukulele performance (parents)</u></p> <ul style="list-style-type: none"> Use graphic scores, dot notation & stick notation. Write notation using pitch.
RE	<p><u>Islam God</u> Who is a Muslim and how do they live? Children will learn that Muslims believe there is one God (Allah), there are 99 names for Allah and Muhammad is God's messenger.</p>	<p><u>Islam God</u> Who is Muslim and how do they live? Children will explore the Qu'ran and the message given to Muhammad from the Qu'ran. They will explore the five pillars of Islam.</p>	<p><u>Cornwall Kernewek</u> What makes some people and places in Cornwall sacred? Children will look at the story of St Piran and the meaning behind the Cornish flag and explore special, holy places in Cornwall.</p>	<p><u>Christianity Salvation</u> Why does Easter matter to Christians? Children will learn the story of Holy Week and the events that led to Jesus' death. They will learn about the idea of resurrection.</p>	<p><u>Christianity Gospel</u> What is the good news Christians believe Jesus brings? Children will look at the twelve disciples and their stories in the Gospels as well as exploring forgiveness and how Jesus taught this.</p>	<p><u>Make the world better:</u> What does it mean to belong in a faith community? Children will recognise that loving others is important in lots of communities/ religions. They will read Christian stories that teach everyone is valuable and how we can show we love another person.</p>
PE	Footwork and balance to agility.	Coordination (ball skills) and sending + receiving.	Shapes solo, partnering shapes, circles solo, artistry	Balance and travel.	Agility and ball chasing.	Fight and rotation.



Year 2- Long Term Plan

			abstraction and artistry (making).			
PSHE	<p><u>Being Me in My World:</u> Hopes and fears, rights and responsibilities, rewards and consequences, our learning charter and owning our learning charter.</p>	<p><u>Celebrating Difference:</u> Boys and girls, why does bullying happen, standing up for myself and others, making a new friend and celebrating differences and still being friends.</p>	<p><u>Dreams and Goals:</u> Goals to success, my learning strengths, learning with others, a group challenge and celebrating our achievement.</p>	<p><u>Healthy Me:</u> Being healthy, being relaxed, medicine safety, healthy eating and the 'healthy me' café.</p>	<p><u>Relationships:</u> Families, keeping safe – exploring physical contact, friends and conflict, secrets, trust and appreciation and celebrating my special relationships.</p>	<p><u>Changing Me:</u> Life cycles in nature, growing from young to old, the changing me, boys' and girls' bodies, assertiveness and looking ahead.</p>
Experiences		Nativity				Maritime Museum Trip