

Primary Long Term Plan 2021/2022  
 Year: 2 Teacher(s): Miss Sultan and Mrs Ali

Overall theme	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Africa with links to Dinosaurs Dinosaur / York Museum Dinosaur exhibition		Great Fire of London Workshop Tudor day		We are explorers Travel and transport Industrial Museum	Jungles and Forests  St Ives woods?
<b>English</b>	The Ugly five Word classes  Character description	Diary of a dinosaur. Gigantosaurus Adventure story Word classes  Setting description  Acrostic poem  Fact files (See History)	The baker's boy and the great fire of London  Letter to the King Diary entry from Will's point of view  Non- fiction books, fact files (see history)		Jamal's Journey  Animal Fact file	Grandad's Island  Change the ending of the story.  Comparing texts Book reviews  Recount of trip to the woods.
<b>Maths (White Rose)</b>	Place value	Addition and subtraction	Multiplication and division money Data handling( ICT )	Measure, time, symmetry in objects.	Estimating and comparing distance, non-standard and standard , comparing and calculating, 2d 3d shapes, tally charts, graphs and reasoning.	Word problems
<b>Science</b>	<b>Animals, including humans.</b>  AH2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	<b>Living things and their Habitat</b>  AH1 – animals including humans Notice that animals, including humans have	<b>Use of everyday materials.</b> EM 1- Identify and compare the suitability of a variety of everyday materials. EM2-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <b>I can talk about what might happen and compare it to what did happen.</b>		<b>Young gardeners</b> <b>Plants/Living things and their habitats.</b>  SU 2 -Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants needs water, light and a suitable temperature to grow and stay healthy.	

	<p><b>AH3</b> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>I can ask scientific questions and use information to help answer them.</p> <p>I can explain why (in a simple way)</p> <p>I can plan a simple fair test, with help.</p> <p>I can plan how to collect data to answer questions, with help.</p> <p>I can talk about what might happen and compare to what did happen.</p>	<p>offspring that grow into adults.</p> <p>LH1- explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>LH2- identify that most living things live in habitats to which they are suited and LH3- 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>LH5-describe how animals obtain their food from plants and other animals.</p> <p>LH6-Understanding of a simple food chain, and identify and name different sources of food</p> <p>I can observe, describe and compare using science words.</p> <p>I can ask scientific questions and use information to help answer them.</p>	<p>I can test out their own/someone else's idea.</p>	<p>LH4-identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>I can observe, describe and compare using science words.</p> <p>I can sort and order observations</p> <p>I can talk, write and draw about science.</p> <p>I can measure using non-standard then standard units.</p>
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<p><b>ICT</b></p>	<p>e-safety  <b>Use technology safely and respectfully.</b>          Know the implications of inappropriate online searches. Begin to understand how things are shared electronically such as posting work to the Purple Mash display board.</p> <p>Develop an understanding of using email safely by using          2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.</p>	<p>Coding  <b>Programs – 2Code</b></p> <p>Explain that an algorithm is a set of instructions to complete a task. Show an awareness of the need to be precise with their algorithms when designing a simple program so that they can be successfully converted into code.</p> <p>Create a simple program that achieves a specific purpose. Identify and correct some errors, e.g. Debug Challenges: Chimp. Children’s program designs display a growing awareness of the need for logical, programmable steps.</p> <p>Identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of</p>	<p>Spreadsheets  <b>Programs – 2Calculate</b></p>	<p>Questioning  <b>Programs – 2Question, 2Investigate</b></p>	<p>Effective searching  <b>Programs – Browser</b>  <b>Use technology purposefully to organise, store and retrieve digital content.</b></p> <p><b>Use technology purposefully to create and manipulate digital content.</b></p> <p><b>Creating Pictures Programs – 2PaintAPicture</b></p>	<p><b>Making Music Programs – 2Sequence</b></p> <p><b>Presenting Ideas (PowerPoint)</b></p>
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<b>Art</b>	<p>Draw pyramids to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Sketching</p> <p>Draw the Sahara Desert to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination – drawing lines, pencils-shading</p>	Draw a scene of the Great fire of London using oil pastels.				<p>Granddad's house wax drawing To use a range of materials creatively to design and make products.</p> <p>Stormy Seascape to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space paint (watercolours) Woodlands/Pond painting 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> <p>Monet/Picasso – water colours – tempera to use drawing, painting and sculpture to develop and share their ideas,</p>

				experiences and imagination.
<b>DT</b>	<p><b>Make</b> A hatching dinosaur egg</p> <p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks for example, <b>cutting</b>, shaping, joining and finishing.</p> <p>Explore and use mechanisms [for example, <b>levers, sliders</b>, wheels and axles], in their products.</p> <p>Evaluate- Explore and evaluate a range of existing products, evaluate their ideas and products against design criteria.</p>	<p><b><u>Make –London Bus (Spring 1)</u></b></p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate:</b> explore and evaluate a range of existing products § evaluate their ideas and products against design criteria Technical knowledge § build structures, exploring how they can be made stronger, stiffer and more stable §</p> <p>Explore and use mechanisms [for example, levers, sliders, <b>wheels and axles</b>], in their products.</p> <p><b><u>Design a house- freestanding structures Sp 2</u></b></p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks for example, <b>cutting</b>, shaping, joining and finishing.</p>	<p><b><u>Make a camel</u></b></p> <p>Through use of clay, mud/soil and sand</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p>	<p><b>Design – woodlands - habitat</b></p> <p>§ 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><b>Make - make</b></p> <p>§ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> § explore and evaluate a range of existing products § evaluate their ideas and products against design criteria</p>

				Technical knowledge & build structures, exploring how they can be made stronger, stiffer and more stable & explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
<b>History</b>	(Autumn 2)The lives of significant individuals in the past who have contributed to national and international achievements. <b>Mary Anning /Ivan Stephenson</b>	<b>Kings and Queens:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b>Great fire of London Spring 2</b> Events beyond living memory that are significantly nationally or Globally. <b>Samuel Pepys Spring 2</b> The lives of significant individuals in the past who have contributed to national and international achievements	The lives of significant individuals in the past who have contributed to national and international achievements <b>Christopher Columbus/ Neil Armstrong/ Amelia Earhart/Jowett family in Bradford</b>	
<b>Geography</b>	<b><u>Locational knowledge</u></b> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>Use maps and globes to locate the five oceans</li> <li>Label the continents and seas on a blank map.</li> </ul> <b><u>Place knowledge</u></b> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the</li> </ul>	<b><u>London</u></b> <b><u>Human and physical geography</u></b> use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <b><u>Geographical skills and fieldwork</u></b> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to</li> </ul>		<b><u>Geographical skills and fieldwork - Maps</u></b> & 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 & use simple fieldwork and

	<p>United Kingdom, and of a small area in a contrasting non-European country</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>describe the location of features and routes on a map Geography</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map Geography.</li> </ul>		<p>observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
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<b>Music Charangra</b>	Hands Feet Heart	Ho Ho Ho Joanna Mongana	I wanna play in a band	Zootime	Friendship song	Reflect, rewind and replay
<b>RE</b>	How is new life welcomed? How can we make good choices?		How and why do people pray? How can we look after the planet?		What did Jesus teach and how did he live?	
<b>PE</b>	Games		Gymnastics		Dance	
<b>PSHCE Jigsaw</b>	Being Me in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
 <b>Global citizenship and current affairs- key events of interest</b>						
Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs						