

## Year 2 Long Term Planning

|                       | Autumn  |          | Spring  |          | Summer   |          |
|-----------------------|---|----------|---|----------|--|----------|
|                       | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 | Summer 1   | Summer 2 |
| <b>Theme</b>          | Africa and Dinosaurs  |          | Great Fire of London  |          | Great Explorers  |          |
| <b>Enrichment</b>     | Cliffe Castle – Dinosaur workshop   |          | Great Fire of London Workshop - onsite  |          | Yorkshire Air museum - Recount   |          |
| <b>ED&amp;I links</b> | <p>History - Mary Anning<br/>Geography- comparing class countries to England</p> <p>Guided Reading<br/>The magic paintbrush (Religion/beliefs, race, age)<br/>Beast feasts (Religion, beliefs, race)<br/>Escape of the giant chicken (Race, age)<br/>Dinosaur safari (Race, age)</p> <p>Writing -<br/>Gigantosaurus<br/>The Ugly Five<br/>Science - Mrs Gren</p> <p>Art &amp; DT<br/>Race, sex equality (African artist Magdalene Odundo)<br/>Race - make an African salad</p> <p>ICT<br/>Internet safety tasks at the start of each half term -<br/>Age (focus on what is age appropriate)</p> <p>Music<br/>Race, religion, beliefs, age, (each unit has several pieces of music that children listen to and appraise.</p> |          | <p>History - Fire of London<br/>Geography- comparing Bradford with London.</p> <p>Guided Reading<br/>Things that sting<br/>Tigers discovery (Race, age, marriage)<br/>When animals invade (different issues in countries)<br/>Finn Macool (Marriage, sex equality, beliefs)</p> <p>Writing<br/>Baker's boy<br/>Science - Mrs Gren (reproduction)</p> <p>Maths<br/>Race, religion, disability (Whiterose includes images of children from different races and children in wheelchairs)</p> <p>ICT<br/>Internet safety tasks at the start of each half term</p> <p>Music<br/>Race, religion, beliefs, age, (each unit has several pieces of music that children listen to and appraise. The selected artists and music are from many different cultures, genres and races).</p> |          | <p>History - Amelia Earhart – Sex Equality<br/>History - Ibn Battutta – Race/Religion and Beliefs<br/>History- Christopher Columbus - Race/Religion and Beliefs (looking at indigenous people).</p> <p>Guided Reading<br/>Travel by book - Gender- female poet, travel through reading (sexual equality)<br/>Sunflowers – Female author, allergy (disability)<br/>Red planet - Diversity in people/aliens who are different to us.<br/>Sometimes I dream that I can fly – Female author<br/>Animal magic<br/>Key trouble</p> <p>Writing<br/>Jamals journey – age, race, marriage<br/>Grandad's island – age, religion and belief</p> <p>Art<br/>Sex equality (female artist Hannah Woodhouse)</p> <p>Music<br/>Race, religion, beliefs, age, (each unit has several pieces of music that children listen to and appraise. The artists and music are from many different cultures, genres and races).</p> |          |

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|   | The selected artists and music are from many different cultures, genres and races).<br><br>RE & Collective reflection<br><i>Being in my world</i> unit pregnancy and maternity, religion and beliefs, sex equality.<br><i>Celebrating differences</i> unit – age, sex equality, religion and belief |  | RE & Collective reflection<br><i>Healthy me</i> unit – disability  |                          | RE & Collective reflection<br><i>Relationships</i> unit – family – sex quality, beliefs, race age   |  |
| <b>English Text</b>                                       | The Ugly Five<br>Gigantosaurus  |  | The Baker's Boy and the Great Fire of London   |                          | Jamal's Journey<br>Grandad's Island   |  |
| <b>English Outcome</b>                                    | Character description<br>Setting description  | Retell of The Ugly Five  | Diary entry<br>Instructions- bread making  | Letter to the King       | Animal poetry   | Narrative- change the ending<br>Recount of the trip  |
| <b>Maths</b>  | Place Value<br>Addition /Subtraction<br>Shape   |  | Money<br>Multiplication/Division<br>Length/height<br>Mass/Capacity/temperature   |                          | Length/height<br>Mass/Capacity/temperature<br>Fractions<br>Time<br>Statistics<br>Position and Direction   |  |
| <b>Science</b>  | Living things and their habitats (local)  | Everyday Materials   | Food Chains & Keeping Healthy  | Animals including Humans | Plants  | Living things and their habitats (worldwide)   |
| <b>Computing</b><br>(online safety recap every half term) | Internet Safety   | Coding<br>2Code  | Spreadsheets<br>2Calculate   | Questioning<br>2Question | Effective Searching   | Creating Pictures<br>2Paint  |
| <b>Art / DT</b>   | Africa<br>Learn about African designer and artist Magdalene Odundo.<br>Sketch and design ceramic pot. Practise skills using clay to create shape and texture.   | African Food<br>Learning in more detail about the different food groups. Prepare food to eat and evaluate thinking about smell, taste and texture. | Fire of London<br>Sketch and design a Tudor house. Learn about materials strengths and weaknesses. Make a 3D Tudor house with flames.<br>Learn about the artist Jackson Pollock and the style of Action Painting. Practise mixing paint and create an action painting and silhouette foreground. |                          | Jungle Explorer<br>Learn about collage and how paper and card can be ripped or cut and layered in specific ways.<br>Observational drawings of leaves. Apply tone, texture and line to the artwork.<br>Learn about the artist Hannah Woodhouse and create own work in her style. | Jungle Animals<br>Design a jungle animal puppet through practising sketching skills.<br>Discuss materials and their strengths and weaknesses. Evaluate work. |
| <b>History</b>  | The lives of significant individuals in the past who have contributed to national and international achievements<br>Mary Anning   |  | Great Fire of London<br>Events beyond living memory that are significant nationally/globally<br>The lives of significant individuals in the past who have contributed to national and international achievements   |                          | Christopher Columbus, Amelia Earhart & Ibn Battutta<br>The lives of significant individuals in the past who have contributed to national and international achievements   |  |



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

