









## Long Term Curriculum Plan for Year 2



| Half Term                      | Autumn 1   |                                | Autumn 2   |                   | Spring 1  |        | Spring 2   |                           | Summer 1  |                         | Summer 2   |              |
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| <b>Value</b>                   | <b>Belonging</b><br>  |                                | <b>Peace</b><br>    |                   | <b>Aspiration</b><br>  |        | <b>Compassion</b><br> |                           | <b>Resilience</b><br>                                |                         | <b>Challenge</b><br>    |              |
| <b>Literacy Tree text</b>      | The Fox and The Star   | Goldilocks and the Three Bears | Great Fire of London   | The Polar Express | The Dragon Machine  | Wolves | Bear and the Piano   | The Owl and The Pussy Cat | Ocean Meets Sky   | We are Water Protectors | The Minpins  | Rosie Revere |
| <b>Reading-Literacy Leaves</b> | Too Small Tola   |                                | The Street Beneath My Feet   |                   | Rabbit and Bear (Bear's bad habits)   |        | There's a Rangtan in my Bedroom  |                           | Fanatical About Frogs   |                         | Hotel Flamingo   |              |
| <b>Science</b>                 | <b>Use of everyday materials</b>   |                                | <b>Animals including humans</b>  |                   | <b>Animals including humans</b>   |        | <b>Use of everyday materials</b>   |                           | <b>Living things and their habitats</b>   |                         | <b>Plants</b>  |              |
|                                | Exploring the suitability and use of everyday materials through <b>John Dunlop's</b> invention of the air-filled rubber tyre.<br>Select suitable materials for a specific purpose. |                                | Understanding the life cycle of different animals. Exploring the importance of hygiene and exercise. |                   | Identifying and comparing the basic needs of both animals and humans for survival. Recognising how different animals obtain food through creating simple food chains. |        | Identify and explore how the shape of materials can be changed through scientific experiments.           |                           | Understand the difference of living, dead and never been alive. Identify different animals and their habitats, including microhabitats. |                         | Observe and describe how plants grow over time.<br>Understand the basic needs of a plant in order to grow. |              |

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| <b>History</b>               |   | Comparing London then and now. Exploring The Great Fire of London  | Learning about Important women in history:<br><b>Florence Nightingale</b><br><b>Mary Seacole</b><br><b>Edith Cavell</b> | Learning about <b>Windsor Castle</b> and comparing it to other castles through the ages. Exploring links to <b>Windsor Castle and Queen Elizabeth II.</b> |   | Learning about Important women in history:<br><b>Rosa Parks</b>  |
| <b>Geography</b>             | <b>Place Knowledge</b><br>Comparison of an English city and a non-European city: London and Lagos.                              |  | Use world maps to locate where Mary Seacole was born and to follow her journey from Jamaica, to London, to the Crimea.  | <b>Simple fieldwork:</b><br>Aerial maps of <b>Windsor Castle</b> recognise landmarks. Mapping our own route of Windsor Castle.                            | <b>Simple fieldwork:</b><br>Understanding and identifying the human and physical features of beaches. Devise a map of the beach with a key. | Learning about the 4 countries, seas and oceans of <b>Great Britain.</b><br>Exploring and identifying countries on world maps. Exploring compass directions. |
| <b>Art and Design</b>        |   | <b>Artist – Julian Trevelyan</b><br>Exploring texture, line, shape, form and space by creating our own building collage. | <b>Artist: Keith Haring</b><br>Using drawing and painting techniques to create our own sculptures.                      |   |   | <b>Van Gogh</b><br>Creating our own sunflower painting based upon the work of Van Gogh.  |
| <b>Design and Technology</b> | Build structures, exploring how they can be made stronger, stiffer and more stable.<br>Make a chair that stable for Goldilocks. |  |   | Design and make castles. Link to the work of <b>Sir Christopher Wren.</b>   | We will be designing, creating and evaluating our very own moving sea monsters (using mechanisms).  |  |

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| <b>Computing</b>                              | <b>We are safe researchers</b>  | <b>We are astronauts</b>  | <b>We are game testers</b>  | <b>We are photographers</b>  | <b>We are zoologists</b>  | <b>We are who we are</b>   |
| <b>Religious Education</b>                    | <p><b>Key Question:</b><br/>Is it possible to be kind to everyone all of the time?</p> <p><b>Religion:</b> Christianity</p> | <p><b>Key Question:</b><br/>Why do Christians believe God gave Jesus to the world?</p> <p><b>Religion:</b> Christianity</p> | <p><b>Key Question:</b><br/>How important is it for Jewish people to do what God asks them to do?</p> <p><b>Religion:</b> Judaism</p> | <p><b>Key Question:</b><br/>How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p><b>Religion:</b> Christianity</p> | <p><b>Key Question:</b><br/>How special is the relationship Jews have with God?</p> <p><b>Religion:</b> Judaism</p> | <p><b>Key Question:</b><br/>What is the best way for a Jew to show commitment to God?</p> <p><b>Religion:</b> Judaism</p>  |
| <b>Physical Education</b>                     | <b>Invasion Games</b>   | <b>Gymnastics</b>   | <b>Dance</b>  | <b>Sending and Receiving</b>   | <b>Striking and Fielding</b>  | <b>Target Games</b>  |
| <b>Personal, Social, Health and Emotional</b> | <b>Being Me in My World</b>   | <b>Celebrating difference</b>   | <b>Dreams and goals</b>   | <b>Healthy Me</b>  | <b>Relationships</b>  | <b>Changing Me</b>   |
| <b>Music</b>                                  | <p><b>Hands, Feet, Heart</b><br/>How pulse, rhythm and pitch work together.</p>   | <p><b>Ho, Ho, Ho</b><br/>Pulse, rhythm, singing</p>   | <p><b>Recorder World</b><br/>How pulse, rhythm and pitch work together.</p>   | <p><b>Recorder World</b><br/>How pulse, rhythm and pitch work together.</p>  | <p><b>Friendship Song</b><br/>Pulse, rhythm, singing.</p>   | <p><b>Reflect, Rewind and Replay</b><br/>Improvisation and composition.</p>  |
| <b>Safety</b>                                 | <p><b>E-Safety</b><br/>Learning about Internet filters and how to stay safe while searching online.</p>                     | <p><b>E-Safety</b><br/>Monitoring our use of technology and setting sensible limits on screen time.</p>                     | <p><b>E-Safety</b><br/>Understanding what to do if we come across something upsetting or inappropriate.</p>                           | <p><b>E-Safety</b><br/>Considering what is appropriate to share online and learning about their rights regarding what is private</p>                       | <p><b>E-Safety</b><br/>Considering the importance of keeping personal information private.</p>                      | <p><b>E-Safety</b><br/>Understanding that when an image is posted online, it is impossible to control what happens to it and ensuring we obtain consent when taking and sharing images</p> |

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| <b>Visits and visitors</b> |  | <b>The Great Fire of London Theatre Visit (in school)</b> |  | <b>Windsor Castle</b> | <b>Beach Trip</b> | <b>Synagogue visit</b> |
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