









# Long Term Curriculum Plan for Year 2



Half Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Value</b>	<b>Belonging</b> 		<b>Peace</b> 		<b>Aspiration</b> 		<b>Compassion</b> 		<b>Resilience</b> 		<b>Challenge</b> 	
<b>Literacy Tree text</b>	Goldilocks and the Three Bears	A Walk in London	Great Fire of London	The Snowman	The Dragon Machine	Poetry focus	Bear and the Piano	The Owl and The Pussy Cat (Poetry focus)	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> Exploring the suitability and use of everyday materials through <b>John Dunlop's</b> invention of the air-filled rubber tyre. Select suitable materials for a specific purpose.		<b>Use of everyday materials</b> Identify and explore how the shape of materials can be changed through scientific experiments.		<b>Animals including humans</b> Understanding the life cycle of different animals. Exploring the importance of hygiene and exercise.		<b>Animals including humans</b> Identifying and comparing the basic needs of both animals and humans for survival. Recognising how different animals obtain food through creating simple food chains.		<b>Living things and their habitats</b> Understand the difference of living, dead and never been alive. Identify different animals and their habitats, including microhabitats.		<b>Plants</b> Observe and describe how plants grow over time. Understand the basic needs of a plant in order to grow.	
<b>Throughout the year, we will plant bulbs and observe them germinating and growing.</b>												

<p><b>History</b></p>		<p>Comparing London then and now. Exploring The Great Fire of London</p> <p>Who was Guy Fawkes?</p>	<p>Learning about Important women in history: <b>Florence Nightingale</b> <b>Mary Seacole</b> <b>Edith Cavell</b></p>	<p>Learning about <b>Windsor Castle</b> and comparing it to other castles through the ages. Exploring links to <b>Windsor Castle</b> and <b>Queen Elizabeth II.</b></p>		<p>Learning about important women in history: <b>Rosa Parks</b></p>
<p><b>Geography</b></p>	<p><b>Place Knowledge</b> Comparison of an English city and a non-European city: London and Lagos. Exploring and identifying countries on world maps.</p>		<p>Use world maps to locate where Mary Seacole was born and to follow her journey from Jamaica, to London, to the Crimea. Exploring and identifying countries on world maps.</p>	<p><b>Simple fieldwork:</b> Aerial maps of <b>Windsor Castle</b> recognise landmarks.</p>	<p><b>Coastlines and Simple fieldwork:</b> Understanding and identifying the human and physical features of beaches. Devise a map of the beach with a key. Compass points.</p>	
<p><b>Art and Design</b></p>		<p><b>Artist – Julian Trevelyan</b> Exploring texture, line, shape, form and space by creating our own building collage.</p>	<p><b>Artist: Keith Haring</b> Using drawing and painting techniques to create our own sculptures.</p>			<p><b>Van Gogh</b> Finding out about the techniques used by Vincent Van Gogh and applying these to create our own paintings based upon the work of Van Gogh.</p>
<p><b>Design and Technology</b></p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable. Design and make a picture for Goldilocks/3 bears.</p>			<p>Design and make castles and include a slider mechanism.</p>	<p>We will be designing, creating and evaluating our very own moving sea monsters (using mechanisms). (Lever)</p>	

<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> Is it possible to be kind to everyone all of the time?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Key Question:</b> Why do Christians believe God gave Jesus to the world?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Key Question:</b> 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> 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> How special is the relationship Jews have with God?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Key Question:</b> 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>	<b>In Year 2, we will be building upon our music knowledge and skills as we learn how to play the recorder which is a wind instrument.</b>					
<b>Safety</b>	<p><b>E-Safety</b> Learning about Internet filters and how to stay safe while searching online.</p>	<p><b>E-Safety</b> Monitoring our use of technology and setting sensible limits on screen time.</p>	<p><b>E-Safety</b> Understanding what to do if we come across something upsetting or inappropriate.</p>	<p><b>E-Safety</b> Considering what is appropriate to share online and learning about their rights regarding what is private</p>	<p><b>E-Safety</b> Considering the importance of keeping personal information private.</p>	<p><b>E-Safety</b> 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>
<b>Visits and visitors</b>	<b>26/9/23 Flamenco workshop</b>	<b>The Great Fire of London Theatre Visit (in school)</b>	<b>Salvation Army – Jesus a gift from God</b>	<b>Windsor Castle Trip</b>		<b>Beach Trip</b>

