









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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| Value | Belonging  | | Peace  | | Aspiration  | | Compassion  | | Resilience  | | Challenge  | |
| Literacy Tree text | Goldilocks and the Three Bears | Dear Earth | Great Fire of London | The Lights that Dance in the Night | The Dragon Machine | | Bear and the Piano | The Owl and The Pussy Cat (Poetry focus) | Ocean Meets Sky | We are Water Protectors | The Minpins | Rosie Revere |
| Reading-Phonics and Literacy Leaves | Phonics Fluency | Phonics Fluency | Phonics Fluency | Phonics Fluency | Phonics Fluency | Phonics Fluency | To Small Tola | | Fanatical About Frogs | | Hotel Flamingo | |
| Science | Living things and their habitats Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. | | Use of everyday materials Identify and explore how the shape of materials can be changed through scientific experiments. | | Plants Observe and describe how plants grow over time. Understand the basic needs of a plant in order to grow. | | Animals including humans Understanding the life cycle of different animals. Identifying and comparing the basic needs of both animals and humans for survival. | | Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. | | Animals inc Humans Human body. The body- Exploring the importance of hygiene and exercise. Keeping our bodies heathy. | |
| | | | | | | | | | Use of everyday materials Scientist John Dunlop | | Scientist Marie Curie x-rays | |

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| | <p>Identify different animals and their habitats, including microhabitats. Food chains</p> <p>Scientist Kelsey- Archer Burchill.</p> | | | | Select suitable materials for a specific purpose. | |
| Throughout the year, we will plant bulbs and observe them germinating and growing. | | | | | | |
| History | | <p>Significant events Comparing London then and now. Exploring The Great Fire of London</p> <p>Who was Guy Fawkes?</p> | | <p>Learning about Windsor Castle and comparing it to other castles through the ages. Exploring links to Windsor Castle and King Charles.</p> | | <p>Learning about Important women in history: Florence Nightingale Emily Davison Rosa Parks Princess Sophia Duleep Singh</p> <p>Medicine Suffragette movement Civil Rights movement</p> |
| Geography | <p>Locational Knowledge Recapping the continents / the 5 oceans. Locating the seas surrounding the UK. How the continents are affected by the weather patterns due to the equator and</p> | | <p>Place Knowledge Locating landmarks in the UK and then comparing of an English city and a non-European city: London and Lagos. Using aerial photography to recognise landmarks of the UK.</p> | <p>Link with History Simple fieldwork: Aerial maps of Windsor Castle understanding location.</p> | <p>Coastlines and Simple fieldwork: Understanding and identifying the human and physical features of beaches. Devise a map of the beach with a key. Compass points. Understand and use locational language.</p> | <p>Link with History Use world maps to locate individuals and know their journeys.</p> |

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| | the North and South poles. | | Exploring and identifying countries on world maps. | | | |
| Art and Design | <p>Collaging Artist – Alyssa Irizarry Exploring a variety of materials and textures, and developing an understanding of the foreground, background, and, the horizon line, create a collage inspired by the artist.</p> | | <p>Drawing Van Gogh Painting sunflowers Street Art Around the world Artist: Keith Haring Using drawing and painting techniques to create our own piece of street art inspired by artists that we have studied.</p> | | <p>Sculpting and painting. Explore printing techniques, such as rubbings, carbon and relief printing, and use them to create a background for a clay model of a living thing that lives in that habitat.</p> | |
| Design and Technology | | <p>Research, design and create a Tudor House. Thinking about structure and materials that they would of used and why this was not effective.</p> | | <p>Design, make and evaluate a drawbridge that includes a mechanism levels or sliders</p> | | <p>Design, make and evaluate a healthy, nutritious meal while learning about the importance of a healthy, balanced diet and understanding that all food has to be farmed, grown or caught</p> |
| Computing | Computing systems and networks – IT around us | Creating media – Digital photography | Programming A – Robot algorithms | Data and information – Pictograms | Creating media - Digital music | Programming B - programming quizzes |

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| Religious Education | <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p> | <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p> | <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p> | <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religion: Christianity</p> | <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p> | <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p> |
| Physical Education | Invasion Games | Ball Skills | Gymnastics | Dance | Target Games | Athletics |
| Personal, Social, Health and Emotional | Being Me in My World | Celebrating difference | Dreams and goals | Healthy Me | Relationships | Changing Me |
| Music | 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. | | | | | |
| Safety | <p>E-Safety Learning about Internet filters and how to stay safe while searching online.</p> | <p>E-Safety Monitoring our use of technology and setting sensible limits on screen time.</p> | <p>E-Safety Understanding what to do if we come across something upsetting or inappropriate.</p> | <p>E-Safety Considering what is appropriate to share online and learning about their rights regarding what is private</p> | <p>E-Safety Considering the importance of keeping personal information private.</p> | <p>E-Safety 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> |
| Visits and visitors | London Aquarium | The Great Fire of London Theatre Visit (In school) | Wisely Gardens | Windsor Castle Trip Salvation Army – The importance of the resurrection | Beach Trip | |