

Year 2 Long term Plan: This plan covers all subject content for Science, history, geography, music (Music express scheme) and DT, Art and design (Scottish boarders), IT from 2014 Primary curriculum. The statutory subject content for each year group has been organised across each year, and into the most meaningful topic combinations. RE taken from Twinkl planning framework (whole school approach)

CF AND CB ADAPATED

Topic	Year 2 Statutory Content National Curriculum: What do I need to teach?	Year 2 <u>How could I teach it?</u> <u>Possible resource links/ ideas</u> Wow Ideas!	Notes/ ideas (Teachers)/ Reading Links
Term 1 Autumn 1 What do I need to be me?	<p>Animals including humans: notice that animals including humans have offspring which grow into adults, find out about and describe the basic needs of animals, describe the importance for humans of exercise, eating the right amounts of different types of foods and hygiene. How can I keep fit and healthy and make the right choices for me? Pupils will find out about exercise and food that will help them to grow and keep well.</p> <p>Notes and guidance (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>Notes and guidance (non-statutory) The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p> <p>Design and technology: 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>Cooking and nutrition: use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from</p> <p>Art and design: to use drawing, painting and sculpture to share their ideas, experiences and imagination: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Music: use their voices expressively by singing songs and speaking chants and rhymes: experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Inspire unit What do I need to be?</p> <p>Twinkl: animals, including humans</p> <p>Music express unit</p> <p>Art and design (Scottish Boarders)</p>	

	<p>CF to teach recorder?</p> <p>RE – Nature and God: This ‘Nature and God’ unit will teach your class about how nature is important across religions and encourage them to make links between religions. Children will learn the Christian Creation story, about the importance of harvest to Christians and Jews by learning about harvest festivals and Sukkot. Children then go on to hear stories from Buddhism and Islam which highlight the importance of looking after nature. They then go on to think about how the messages in these stories can help them in their everyday lives</p> <p>PSHE: Relationships – VIP’s</p> <p>Computing:</p> <p>PE: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>GAMES AND GYMNASTICS</p>	<p>Music Express: Our Land pg 14 Autumn 1</p>	
<p>Term 1 Autumn 2</p> <p>Flying High!</p> <p>In this Unit pupils will explore man’s fascination with flight. They will learn about the Wright brothers and the invention of powered flight and how</p>	<p>History: events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key. Geographical skills and fieldwork: use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Music: use their voices expressively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically : experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Art and design: to use a range of materials creatively to design and make products, about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Design and technology: design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing,</p>	<p>Nativity Songs</p>	

<p>aeroplane s have changed people's lives.</p>	<p>templates, mock-ups and, where appropriate, information and communication technology: design, make, evaluate, technical knowledge</p> <p>RE: Light and Dark This 'Light and Dark' unit will teach your class about the importance of light in Christianity, Hinduism and Judaism through learning about Advent, Christmas, Diwali and Hanukkah. Children learn how and why light is important to each festival through participating in lots of practical and creative activities. Children then go on to think about what light and darkness represent and symbolise in each religion. Towards the end of the unit children will begin to make simple links and comparisons between the different religions.</p> <p>PSHE: Health and Wellbeing – Safety First</p> <p>Computing:</p> <p>PE: participate in team games, developing simple tactics for attacking and defending □ perform dances using simple movement patterns.</p> <p>GAMES AND DANCE</p>		
<p>Term 2 Spring term</p> <p>Wild Cornwall</p>	<p>Living things and their habitats: explore and compare the differences between things that are living, dead, and things that have never been alive, ,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, identify and name a variety of plants and animals in their habitats, including micro-habitats, describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Notes and guidance (non-statutory) Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.</p> <p>Music: use their voices expressively by singing songs and speaking chants and rhymes, listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Art and design: to use drawing, painting and sculpture to share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Music Express Animals Musical Focus: Pitch Subject Link PE Tuned instruments</p>	

	<p>Geography: Location knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>History - significant historical events, people and places in their own locality.</p> <p>RE: Rules and Routines This 'Rules and Routines' unit will teach your class about why we have rules and routines and how they help us in our everyday lives. Children then go on to learn about rules and routines from the viewpoint of different religions: Christianity, Judaism, Islam and Sikhism. Towards the end of the unit, children are introduced to humanism and the beliefs of humanists</p> <p>PSHE: Health and Wellbeing – think positive</p> <p>Computing:</p> <p>PE: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>NET GAMES AND GYMNASTICS</p>		
<p>Term 2 Spring term 2</p> <p>Sowing and Growing</p>	<p>Plants: observe and describe how seeds and bulbs grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Notes and guidance (non-statutory) Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p> <p>Design and technology: Cooking and nutrition: use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</p> <p>Art and design: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Music: use their voices expressively by singing songs and speaking chants and rhymes, experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Music Express Spring 2 Seasons</p>	

	<p>RE: Beginnings and Endings In this Beginnings and Endings unit, year 2 children will explore how beginnings and endings are marked in special ways in different religions and their own lives. They will explore religious rituals for the beginning of a child's life and a believer's journey of faith, as well as finding out how Sikhs celebrate the end of one year and beginning of a new year. Children will also explore the Christian story of Easter and make links with the idea of new life. To end the unit, children will apply what they have learnt about religious beliefs and practices by designing their own ceremony to mark a beginning or ending in their own life.</p> <p>PSHE: Relationships – Growing Up</p> <p>Computing:</p> <p>PE: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>NET GAMES AND GYMNASTICS</p>	<p>Musical Focus Pitch Subject Link Science Pg 29</p>	
<p>Term 3 Summer 1</p> <p>What's your super power?</p>	<p>History: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).</p> <p>Uses of everyday materials -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Notes and guidance (non-statutory) Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p> <p>Art and design: to use drawing, painting and sculpture to share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Music: use their voices expressively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>RE: Ceremonies –</p>	<p>Music Express: Number Musical Focus Beat</p>	

	<p>In this unit about ceremonies, children will learn about what a ceremony is, understanding common features of religious and non-religious ceremonies. They will find out about what happens at an Aqiqah, a Bar and Bat Mitzvah, a Dastar Bandi and a Hindu wedding. Children will consider how people feel at these important ceremonies and will draw similarities and differences between them. They will use their knowledge and understanding about ceremonies to help them to work with others to plan their own ceremony.</p> <p>PSHE: Living in the wider world – respecting rights</p> <p>Computing:</p> <p>PE: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>STRIKING AND FIELDING AND GYMNASTICS</p>	<p>Subject Link: Mathematics Pg 23</p>	
<p>Term 3 Summer 2</p> <p>Investigating India</p>	<p>Geography: Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country</p> <p>Geography: Location knowledge: name and locate the world's seven continents and five oceans: Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country: Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles: Geographical skills and fieldwork 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.</p> <p>Design and technology: design, make, evaluate, technical knowledge</p> <p>Music: use their voices expressively by singing songs and speaking chants and rhymes, listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Art and design: to use drawing, painting and sculpture to share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>RE – Places of Worship</p> <p>In this unit about places of worship, children reflect on special places and discuss a place that is special to them. They will learn about what a place of worship is and what happens there. The children will learn about what a visitor to a mosque, a gurdwara and a Buddhist temple might see and they will gain an understanding of how a visitor should behave in each of these places of worship. They will also develop an understanding of why places of worship are so important to the people who attend them. Children will explore similarities and differences between the places of worship they have been learning about and will apply their knowledge and understanding about places of worship by working with others to design a non-religious special place</p>	<p>Music Express Travel Musical Focus: Performance Subject Link: English pg 41</p>	<p>Daya – Indian speaker / dress up</p>

	<p>PSHE: Living in the wider world – One world</p> <p>Computing:</p> <p>PE: participate in team games, developing simple tactics for attacking and defending □ perform dances using simple movement patterns.</p> <p>STRIKING AND FIELDING AND DANCE</p>		
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