



Long Itchington CE Academy
Year 2 long term Plan

'Whatever you do, work at it with all your heart'
Colossians 3:23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENGLISH	<p>The Day the Crayons Quit Focus: Letter writing and postcards Focus: Setting description</p> <p>The Lighthouse Keeper's Rescue Focus: Narrative writing</p> <p>Queen Victoria's Bathing Machine Focus: Instructional writing Focus: Character description</p>	<p>Pumpkin Soup Focus: Setting description Focus: Instructional writing</p> <p>Children in Need Day Focus: Recount</p> <p>Traction Man Focus: Character description</p>	<p>RSC: Macbeth Focus: Drama Focus: Rhyming poetry</p> <p>Traditional tales Focus: Setting description Focus: Wanted Poster (character description)</p>	<p>The Snail and the Whale Focus: Narrative writing</p> <p>The Koala Who Could Focus: Letter writing Focus: Fact file (Information writing) Recount of an event</p>	<p>Jim and the Beanstalk Focus: Narrative Focus: Character description Focus: Letter writing</p> <p>The Last Tree in the City Focus: Setting description Focus: Instructional writing</p>	<p>Smoothie making Focus: Instruction writing</p> <p>Somebody Swallowed Stanley Focus: Persuasive writing Focus: Letter writing</p>
MATHS	<p align="center">Place Value</p> <p align="center">Addition & Subtraction</p>	<p align="center">Addition & Subtraction</p> <p align="center">Shape</p>	<p align="center">Money</p> <p align="center">Multiplication & Division</p>	<p align="center">Length & Height</p> <p align="center">Mass, capacity & temperature</p>	<p align="center">Fractions</p> <p align="center">Time</p>	<p align="center">Statistics</p> <p align="center">Position & direction</p>
HISTORY	<p align="center">Seasides</p> <p>To create a historical timeline and understand events happened before and after we were born.</p> <p>To identify similarities and differences between Victorian holidays and holidays of today. Identify period features of the seaside.</p> <p>To make simple deductions from sources about the time studied.</p> <p>To compare pictures of seaside holidays and identify what they have in common and know what this tells us about the past.</p> <p>To identify how seaside holidays have changed over time and identify features of seaside holidays from other periods of history.</p>		<p align="center">Great Fire of London.</p> <p>To place events on a timeline and understand that this happened beyond living memory.</p> <p>To understand the causes of the fire and find out how the Great Fire of London started in a bakery in Pudding Lane.</p> <p>To understand what happened during the Great Fire of London and what caused there to be such significant damage.</p> <p>To understand why the Great Fire of London burnt down so many houses - Wooden buildings, tightly packed houses, overhanging eaves, thatched roofs, narrow streets, poor fire-fighting methods, no fire engines, windy conditions, crowded streets.</p> <p>To understand that Samuel Pepys was a significant individual and his recount of the fire help us understand what happened from a historical source.</p> <p>To understand how a fire service came into existence.</p>		<p align="center">Powerful Voices</p> <p>To know that Gandhi is remembered as a significant person in history for his peaceful protests</p> <p>To know that Rosa Parks and Martin Luther King fought for equal rights for black people in America.</p> <p>To know that Malala Yousafzai stood up for girls and their right to education even when it was dangerous to do so.</p> <p>To know that Greta Thunberg is a young, environmental activist.</p> <p>To know David Attenborough is a British broadcaster who makes natural history documentaries and speaks about taking care of our planet.</p>	

<p>GEOGRAPHY</p>		<p>Spatial Sense To know what is located on the site of my school. Maps show us information about a location. To recognise and locate physical and human features of the local area. To use a map to plan a route.</p>		<p>British Isles To know that the British Isles are a group of islands. To recognise Scotland as a country in the north of the British Isles and part of the island of Britain. To know Wales is one of the countries in the British Isles and is part of the island of Britain. To know that Northern Ireland is one part of the two countries located on the island of Ireland, Northern Ireland and the Republic of Ireland. To compare my local area with Cape Town in South Africa.</p>		<p>Northern Europe To identify the countries in Northern Europe. To identify physical and human features of northern Europe. To describe the climate in northern Europe. To know that some animals in northern Europe migrate. To know that Roald Amundsen reached the South Pole.</p>
<p>SCIENCE</p>	<p>Materials. Working scientifically to learn about properties of materials. Children will learn about material suitability and complete experiments within groups to compare suitability of materials for specific purposes. To learn about famous inventors such as Charles Macintosh and John Boyd Dunlop. Investigations include:</p> <ul style="list-style-type: none"> • Designing a waterproof coat and testing suitability of materials. • Designing and creating a pneumatic toy. 	<p>Animals including humans Children will learn about and understand the life cycles of humans and some animals. They will begin to use the terms predator, prey and producers when discussing food chains. They will learn how animals and plants are suited to and adapt to their environment. Children will also learn about the importance and impact of exercise, hygiene and nutrition on the body.</p>	<p>Living Things and their Habitats The children will learn about habitats and microhabitats naming plants and animals that they may find here. They will discuss the differences between different habitats and the adaptations of animals to survive in these places. Children will also learn about the food chain and learn about the difference between living, dead and never alive. Children will learn about and understand the life cycles of humans and some animals. They will begin to use the terms predator, prey and producers when discussing food chains. They will learn how animals and plants are suited to and adapt to their environment.</p>	<p>Plants Children will observe and describe how seeds and bulbs grow into mature plants. Describe how plants need water, light and a suitable temperature to grow and stay healthy. They will begin to understand how Mrs. Nerg relates to plants as well as exploring the part that flowers play in the life cycle of flowering plants.</p>	<p>Scientists that changed the world Recapping plants, habitats, hygiene through learning about</p> <ul style="list-style-type: none"> - Jane Colden – first female botanist. - Elizabeth Garrett – First Englishwoman doctor. - Tim Smit and Nicholas and their role in the Eden project. Rachel Carson – ocean habitats. 	
<p>COMPUTING</p>	<p>Purple Mash – Online Safety <i>ipads</i> I can use the search bar in Purple Mash and know the implications of inappropriate searches. I can explain what a digital footprint is. I know how to use email safely and responsibly. I understand why some online content is rated and what to do if I am upset by anything online.</p>	<p>Purple Mash – Questioning <i>ipads</i> I can use pictograms to represent data. I can organise and sort information using a database. I can design a binary tree to support the answering of related questions.</p>	<p>Purple Mash – Coding <i>ipads</i> I can create successful algorithms that can turn into code. I can plan a program to design a solution for a problem. I can predict outcomes and attempt to debug code.</p>	<p>Purple Mash – Creating Pictures <i>ipads</i> I can create an image replicating an established style. I can enhance a picture and manipulate a digital image. I can store and retrieve my work.</p>	<p>Purple Mash – Making Music <i>ipads</i> I can create a composition using 2Sequence. I can manipulate digital content by editing and amending my composition. I can create and upload my own sounds to my composition.</p>	<p>Purple Mash – Presenting Ideas <i>Laptops / Desktops</i> I can use a keyboard to log into Purple Mash. I can present ideas in different formats for different audiences. I can plan and create my own presentation.</p>

<p>ART AND DESIGN</p>		<p><u>Drawing/Painting/Collage</u> Explore & Draw Key concepts –</p> <ul style="list-style-type: none"> - That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. - That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. - That we can use the things we find to draw from, using close observational looking. - That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. - We can use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. 		<p><u>Printing</u> Exploring the World Through Mono Print Key concepts –</p> <ul style="list-style-type: none"> - When we make mono prints we use mark making to create one off prints. - When we make mono prints we create an impression of a drawing. - That we can generate playful narratives and inventions through drawing. - That we understand that using a range of marks will generate different effects when creating mono prints. - That we can create creative responses to different stimuli and make the work our own 		<p><u>3D Sculpture/Textiles</u> Playful Making Key concepts –</p> <ul style="list-style-type: none"> - That when we make art in 3 dimensions it is often called Sculpture. - That we can generate ideas through playful exploration. - That we can build understanding of the properties of materials through manipulation. - That making sculpture is a partnership between materials, ideas, hands and tools. - That we can reflect upon our intention when we see our ideas made physical.
<p>DESIGN AND TECHNOLOGY</p>	<p><u>Mechanisms</u> Wheels and axles Bathing machines</p>		<p><u>Textiles</u> Templates and joining techniques Puppets</p>		<p><u>Food</u> Healthy and varied diet Smoothies</p>	
<p>MUSIC</p>	<p><u>Charanga</u> Hands, Feet, Heart This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>	<p><u>Charanga</u> Ho Ho Ho This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song: Ho Ho Ho - a Christmas song. The children will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing</p>	<p><u>Charanga</u> I want to play in a band In this song the children learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p>	<p><u>Charanga</u> Zootime This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><u>Charanga</u> Friendship song. This is a song about being friends. The children appraise different songs, recap learning on beats and pulse, learn about voices singing notes of different pitches (high and low). The children also learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p>	<p><u>Charanga</u> Reflect. Rewind and replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p>RE</p>	<p>Autumn SACRE Layover unit - Muslim Worldviews - one God (Allah) and submission as a driver for Muslim practices (8 lessons) UC 1.3 Why does Christmas matter to Christians? DD Incarnation (5 hours)</p>	<p>Spring SACRE K1.5 What is most important for different people? (link to 1.1) (10 lessons) UC 1.5 Why does Easter matter to Christians? Salvation (3 hours) Trip to Holy Trinity Church</p>	<p>Summer SACRE K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally? (8 lessons) UC 1.4 What is the good news Jesus brings? Gospel (5 hours)</p>			

<p>PE</p>	<p>Gymnastics Unit 1 In this unit the children learn how to describe and explain how performers can link gymnastic elements. They also learn how to perform with control and consistency with basic actions at different speeds and on different levels. By the end of the unit, they should be able to create and perform a simple sequence individually and in pairs.</p> <p>Attack, Defend and Shoot In this unit the children learn to send and receive a ball with increasing accuracy using their feet. They refine ways to control their bodies and a range of equipment. They learn to recall and link combinations of skills, e.g., dribbling and passing.</p>	<p>Gymnastics Unit 2 In this unit the children develop the skills taught in unit 1 with a focus on developing core strength to link recognised gymnastic elements, e.g., back support and half twist. They also develop body management through a range of floor exercises and attempt to use rhythm while performing a sequence.</p> <p>Dance Unit 1 In this unit the children learn a 'Penguin dance'. The children learn to describe and explain how performers can transition and link shapes and balances. They perform basic actions with control and consistency at different speeds and levels and start to challenge themselves to move imaginatively responding to music. Throughout the unit the children work as part of a group to create and perform short movement sequences to music.</p>	<p>Attack, Defend and Shoot Unit 2 In this unit the children select and apply a small range of simple tactics and start to recognise good quality in themselves and others. They work with others to build basic attacking play.</p> <p>Hit, Catch and Run Unit 1 In this unit the children will work to develop their hitting skills with a variety of bats. They will practice feeding/bowling skills as well as participating in games to score points.</p>	<p>Send and Return Unit 1 In this unit the children learn to track the path of a ball over a net and move towards it. They begin to hit and return a ball using a variety of hand and racquet with some consistency. The children also play modified net/wall games throwing, catching and sending over a net.</p> <p>Run, Jump and Throw Unit 1 In this unit the children will develop power, agility, coordination, and balance over a variety of activities. They learn to throw and handle a variety of objects including quoits, beanbags, balls, and hoops. By the end of the unit the children will be able to negotiate obstacles showing increased control of body and limbs.</p>	<p>Personal Challenge In this unit, children carry out a range of individual tasks and improve on their results week on week with a clear focus on developing themselves, identifying weaknesses and knowing how they can improve their skills to do better each week.</p> <p>Hit, Catch and Run Unit 2 In this unit the children develop their sending and receiving skills to benefit fielding as a team. They distinguish between roles of batters and fielders and they are introduced to the concept of simple tactics.</p>	<p>Send and Return Unit 2 In this unit the children learn to choose specific tactics appropriate to the situation to make it difficult for their opponent to score a point. They transfer net/wall skills learned previously to volleyball style games.</p>
<p>PSHE & CITIZENSHIP</p>	<p>Protective Behaviours/Keeping Safe In this unit children learn about their Early Warning Signs and their safe network of people. We discuss safe and unsafe secrets as well as appropriate touch and medicine safety. We also develop an understanding of the difference between helpful and harmful medicines.</p>	<p>Me and My Relationships In this unit, the children learn the difference between bullying and teasing and some of the ways that they can access help. We learn about our school rules around bullying and discuss how to be a good friend. The children also learn about feelings and self-regulation through discussing different ways to express their feelings in a safe, controlled way.</p>	<p>Valuing Difference Communities In this unit the children learn about being kind and helping others, including how to help themselves if they feel left out. We work to develop their listening skills and discuss why listening skills help people to understand different points of view. We discuss the fact that every person is unique and that it is okay to like/dislike different things.</p>	<p>Rights and Responsibilities In this unit we focus on cooperation and self-regulation. The children learn to identify things that help them to be settled and calm within the classroom and learn about online safety. We also learn about how to look after money through saving and spending.</p>	<p>Growing and Changing In this unit the children look at life cycles and what people need to grow. We discuss things that they can do now compared to when they were younger as well as discussing their future and what they are looking forward to. The children also learn about dealing with loss and give examples of how it feels when you say goodbye to someone or something. Through all this the children learn about being supportive. They learn to give examples of how to give feedback to someone and practice these skills.</p>	<p>Being my Best In this unit, the children learn about growth mindset and how to look after their bodies. They learn to name different parts of the body that are inside themselves and learn that they need energy from food to keep their bodies healthy and strong. In growth mindset, the children learn how to set a goal to help them to achieve what they want to be able to do.</p>