

**Year 2 Long Term Plan 2017-18**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p><b>Supertato Little Red Hen</b></p> <p><b>Instructions</b> How to make a healthy sandwich</p> <p><b>Poetry</b> Senses- linked to fruit</p> <p><b>Letters/diaries</b> Florence Nightingale</p> <p><b>Recount</b> Visit to Thackray Medical Museum</p>	<p><b>Follow the Swallow Poles Apart Christmas stories-</b> Harvey Slumfenburger's Christmas Present</p> <p><b>Description</b> Halloween</p> <p><b>Non-chronological reports</b> How animals prepare for winter</p> <p><b>Poetry</b> Fireworks Performance poetry</p> <p><b>Letters</b> Jolly postman/Letter to Santa</p>	<p><b>1960s children's fiction</b> The tiger who came to tea/ Mog.</p> <p><b>Moon drama and story writing</b> Oliver Jeffers- Long way from home. (Drama)</p> <p><b>Non-chronological reports</b> The 1960s</p>	<p><b>Tinga Tales</b> Stories set in Africa. Stories about African Animals. Poetry- African animals</p> <p><b>Non-chronological reports</b> African Animals</p>	<p><b>Charlie and the Chocolate Factory</b> Characters and setting</p> <p><b>Instructions</b> How to make a chocolate? Smoothies and fruit kebabs.</p> <p><b>Descriptive writing</b> Writing menu cards for a box of chocolates</p> <p><b>Chocolate poems</b></p> <p><b>Explanation writing</b> Where chocolate comes from</p>	<p><b>Bog Baby</b></p> <p><b>Superworm</b></p> <p><b>Bee non-fiction booklet</b></p> <p><b>Minibeast poetry</b></p> <p><b>Recount</b> Visit to Skelton Grange</p> <p><b>Instructions</b> Honey Biscuits</p>
Maths	<p><b>Number</b> Place value</p> <p>Addition and Subtraction</p>	<p><b>Measurement</b> Money</p> <p><b>Number</b> Multiplication Division Statistics</p>	<p><b>Geometry</b> Properties of Shape</p> <p><b>Number</b> Fractions</p>	<p><b>Measurement</b> Time</p> <p>Length and height</p> <p><b>Problem Solving</b> Efficient methods</p>	<p><b>Measurement</b> Mass, capacity and Temperature.</p> <p><b>Number revision</b> Multiplication and division Addition and Subtraction</p>	<p><b>Position and Direction</b></p> <p><b>Investigations</b></p>

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Science	<p><b>Animals including Humans</b></p> <p>Notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Seasonal Changes</b></p> <p>Review from Y1</p> <p>Animals- How do they prepare for winter?</p> <p>Hibernation. Migration. Polar Animals</p>	<p><b>Materials</b></p> <p>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.</p> <p>Investigation- What would be the best material for a _____?</p>	<p><b>Animals</b></p> <p>Review animal classification from Y1</p>	<p><b>Plants</b></p> <p>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.</p>	<p><b>Living Things and their Habitats</b></p> <p>(Bees/minibeasts) 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</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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>

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History	<p><b>Significant People- Florence Nightingale/ Mary Seacole</b></p> <p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life</p> <p>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</p>	<p><b>The history of Guy Fawkes and the Gunpowder Plot.</b></p> <p>Remembrance Day Understanding the significance of the day.</p>	<p><b>Significant people from the 1960s- Neil Armstrong The Beatles Andy Warhol</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>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 (comparison can be made between 1960s / 70s and present day)</p> <p>How has everyday life changed since the 1960s (fashion, household appliances, music, TV etc.)</p>			

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Geography	<p><b>Introduction to 'Farsley Bear'</b> (Class travelling Bear)</p> <p><b>Where have you been on holiday?</b> Mini topic</p> <p>name and locate the world's seven continents and five oceans.</p> <p>locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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><b>Polar Regions-</b></p> <p>name and locate the world's seven continents and five oceans</p> <p>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p><b>Africa</b> contrasting country (Kenya)</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>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><b>Where chocolate comes from/ Fairtrade</b></p> <p>name and locate the world's seven continents and five oceans</p> <p>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><b>Maps- school environment</b></p> <p>use basic geographical vocabulary to refer to physical and human features</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>

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PSHE	<p><b>SEAL – New Beginnings.</b> Establishing routine/ class rules. Learning Hive Growth Mindset Introductory activities.</p> <p>Year 2 – Physical health and wellbeing What keeps me healthy?</p>	<p><b>SEAL – Getting on and falling out / Anti Bullying</b></p> <p>Year 2 – Mental health and wellbeing Friendship</p>	<p><b>SEAL – Going for Goals</b></p> <p>Year 2 – Drug, alcohol and tobacco education Medicines and me</p>	<p><b>SEAL – Good to be me</b></p> <p>Year 2 – Keeping safe and managing risk Indoors and outdoors</p>	<p><b>SEAL – Relationships</b></p> <p>Year 2 – Sex and relationship education Boys and girls, families</p>	<p><b>SEAL – Changes</b></p> <p>Transition- getting ready for Year 3 and feelings. Transition sessions and Y2/3 Picnic.</p>
Computing	<p>While links will be made across all subjects to use ICT, Computing will be taught as a separate subject.</p> <ul style="list-style-type: none"> <li>▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>▪ create and debug simple programs use logical reasoning to predict the behaviour of simple programs</li> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content <ul style="list-style-type: none"> <li>▪ recognise common uses of information technology beyond school</li> </ul> </li> </ul> <p style="text-align: center;"><b>E - SAFETY</b></p> <ul style="list-style-type: none"> <li>▪ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>					

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DT	<p><b>Cooking and Nutrition-</b> healthy sandwiches. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p><b>Textiles-</b> Making a polar animal hanging decoration.</p>		<p><b>Cooking and Nutrition-</b>Fruit Salad (Handa's Surprise) or African inspired recipe. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p><b>Cooking and Nutrition-</b>Chocolate treats. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p>Project – making a box of chocolates. Design, make and evaluate a box of chocolates. Design and make the chocolates, using nets to make boxes for boxes of chocolates, create a 'map' describing the chocolates (literacy links)</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts. See MTP for specific DME objectives</p>	<p><b>Design and make a shelter</b> for a bog baby build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Honey biscuits – follow a recipe.</p>
RE	<p><b>How do Christians and Muslims welcome new life?</b></p>		<p><b>How do Christians and Muslims welcome new life?</b></p>	<p><b>How and why do people pray?</b> (Class) Mosque visit</p> <p><b>How can we make good choices?</b></p>	<p><b>How can we look after our planet?</b> (Class)</p>	<p><b>How can we make good choices?</b></p>
Music	<p><b>Charanga</b> Hands, Feet, Heart</p>	<p><b>Christmas Songs</b></p>	<p><b>1960s Music Charanga</b> I wanna play in a band</p>	<p><b>African Drumming Charanga:</b> Zoo time</p>	<p><b>Charanga</b> Friendship song</p>	<p><b>Charanga</b> Reflect, rewind and replay</p>

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PE	<p>6 x <b>Gymnastics</b> Travelling, rolls and balances</p> <p>6 x <b>SAQ</b></p>	<p>6 x <b>Gymnastics</b> Jumping, landing, travelling with use of apparatus.</p> <p>6 x <b>SAQ/skipping</b></p> <p><b>Skipping Workshop</b> 12<sup>th</sup> October</p>	<p>6 x <b>Dance</b> Lessons linked to topic – 1960s</p> <p>6 x <b>SAQ/skipping</b></p> <p><b>Skipping Festival</b> January</p>	<p>6 x <b>Games</b> Throwing and catching Striking and fielding</p> <p>6 x <b>SAQ</b></p>	<p>6 x <b>Games</b> Tactics, team work, attacking/defending.</p> <p>6 x <b>SAQ</b></p>	<p>6 x <b>Athletics</b> Throw, run and jump</p> <p>6 x <b>SAQ</b></p>
Special events / trips / visitors	<p><b>Thackray Medical Museum-</b> Florence Nightingale workshop</p> <p><b>Visit from a nurse/ first aid workshop</b></p> <p><b>Farfield Farm Visit</b></p>	<p><b>Drama</b> Arctic Adventure</p> <p><b>Christmas Performance</b></p>	<p><b>Moving Words workshop</b></p> <p><b>Class museum/ time machine</b></p> <p>Visitors to talk about the 1960s</p> <p><b>Drama</b> Journey to the moon</p>	<p><b>Africa day</b></p> <ul style="list-style-type: none"> <li>• African drumming</li> <li>• Visitors to talk about Africa</li> <li>• African cooking</li> </ul> <p><b>Mosque visit</b></p>	<p><b>Farfield Farm</b> ( Plants/Growing)</p> <p><b>Fairtrade workshop</b></p>	<p><b>Skelton Grange</b></p> <p><b>Farfield Bees</b></p> <p><b>Farfield Farm</b> mapping work</p>