

Lowe's Wong Infant School- Year 2



Year Two Long Term Plan

- Enquiry Themes are the “big questions” to explore through each half term.
- Drivers are the subjects that sit at the heart of each enquiry theme.
- Enhancers are subjects where opportunities can be taken to make links and to deepen enquiry.
- Full details of what children will know and learn, and the sequence of learning are detailed in progression documents, half term and medium term plans. Some subjects are taught discretely.

Term	Autumn		Spring		Summer	
Enquiry theme	What makes a good leader?	What makes places different?	How are the arts celebrated in Africa?	What did The Great Fire of London teach us?	How are products developed?	Why is our locality amazing?
Curriculum Driver Subjects	History – Significant individuals & leaders (Mary Seacole, Martin Luther King, Rosa Parks) RE – Leaders (Moses)	Geography - Place & Locational knowledge: Southwell & London	Geography - Locational and place knowledge non-European country: Kenya Art – African art & artists	History - Events beyond living memory: Great Fire of London	DT - Building Bridges Cooking and nutrition	History - Significant historical events, people, places in own locality (Robin Hood) Art - Drawing
Curriculum Enhancer Subjects	PSHE – Me and my relationships	PSHE – Valuing difference Computing – Presenting Ideas	DT Cooking and Nutrition – Know that food comes from different countries in the world	English texts	N/A	Geography - Human and physical features in locality
Enrichment events	Grandparents' Morning Bramley Apple Day	Anti-Bullying Week Road Safety Week Children in Need Day Christmas Craft Day	Safer Internet Day Children's Mental Health Week	World Book Day Easter Service	World Bee Day Mental Health Awareness Week	Arts week Sports Day

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		Christmas Concerts				
Core Texts	'The Bear & the Piano' David Litchfield (3 weeks) 'The Owl & the Pussycat' Edward Lear (2/3 weeks) 'Tadpole's promise' Jeanne Willis (2/3 weeks)	'A Walk in London' Salvatore Rubbino (3 weeks) 'Katie in London' James Mayhew (2/3 weeks)	'Dear Earth' Isabel Otter and Clara Anganuzzi 'Lila and the Secret of Rain' David Conway & Jude Daley	'The Great Fire of London' by Emma Adams and James Weston Lewis 'Vlad and the Great Fire of London' Kate Cunningham	'Rosie Revere, Engineer' Andrea Beaty 'Jim and the Beanstalk' Raymond Briggs	'The Night Gardener' Fan Brothers 'The Ocean Meets the Sky' Fan Brothers 'If all the World Were....' Joseph Coelho (2 weeks)
Subjects						
English	Letters of advice, short news-reports, writing in role, retellings, information poster. Main Outcome: Own version narrative about bravery Letters, interviews, lists, instructions. Main Outcome: Rhyming poem Simple explanations, speech bubbles, setting descriptions, thought bubbles.	Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry. Main Outcome: 'A Walk in...' guidebook Main Outcome: Narrative retell	Future aspirations, a set of instructions, poems, travel blogs/vlogs, persuasive speeches, letters. Main Outcome: Informative leaflet Diaries, retell, traditional tales, Tinga Tinga tales. Main Outcome: Narrative retell or innovate (different cultures)	Persuasive posters, warning posters (instructional writing), speech bubbles, letters of advice, certificates. Main Outcome: Information booklet Main Outcome: Recount / diary <u>World Book Day</u>	Short explanation, advertisement, letter of advice, school report card (character description), invention description. Main Outcome: Explanation text Narrative re-telling (including dialogue), thought bubbles, informal letter Main Outcome: Sequel story	Character descriptions, narratives, descriptions, famous authors (Fan Brothers). Main Outcome: Diary narrative in first person Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue, extended fantasy narrative.

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	<p>Main Outcome: Own version narrative/extended explanation</p>					<p>Main Outcome: Extended fantasy narrative</p> <p>Writing in role, optional diary, letter of advice, short explanation.</p> <p>Main Outcome: Non-narrative read-aloud poem</p>
Maths	<p>Place Value</p> <p>Addition and Subtraction</p>	<p>Addition and Subtraction</p> <p>Shape</p>	<p>Money</p> <p>Multiplication and Division</p>	<p>Multiplication and Division</p> <p>Length and Height Mass, capacity and temperature</p>	<p>Fractions</p> <p>Time</p>	<p>Statistics</p> <p>Position and direction</p> <p>Consolidation</p>
Science	<p>Animals needs for survival – Know that animals have basic needs for survival (6 lessons)</p> <p>Humans – Food, hygiene and exercise (4 lessons)</p>	<p>Materials - Properties of materials and their uses (10 lessons)</p> <p>Plastics – How are plastics harmful? (2 lesson)</p>	<p>Plants (light and dark) – Know what plants need to grow – planting experiment (5 lessons)</p> <p>Living things and their habitats – Know plants and animals depend upon each other (9 lessons)</p>	<p>Living things and their habitats (continued from Spring 1)</p> <p>Plants (Light and dark) Findings (1 lesson)</p>	<p>Plants (bulbs and seeds) – Know that plants grow from seed and bulbs, planting bulbs/seeds (4 lessons)</p> <p>Growing up – Know that animals, including humans, have offspring that grow into adults (6 lessons)</p>	<p>Plants (Bulbs and seeds) – Findings, know that plants grow and mature (1 lesson)</p> <p>Growing up – Know that animals, including humans, have offspring that grow into adults (1 lesson) Butterfly diary</p> <p>Wildlife (2 lessons)</p>

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					<u>World Bee Day</u>	
History	Significant Individuals - Know there are some international events and people beyond living memory, similarities and differences to present times <u>Grandparents' Morning</u> Bramley Apple Day	Significant historical events - Remembrance Day - Know that periods in time have similarities and differences to the present time and to make connections with the past		The Great Fire of London Events beyond living memory — Samuel Pepys Use evidence, range of sources to find out about the past		Significant events, people, and place in locality - Know that there are some significant local events and people beyond living memory – Robin Hood / Major Oak / Sherwood Forest
Geography		UK and London Place and Locational Knowledge –Map work, map symbols, keys, aerial photographs	UK to Kenya Place and Locational Knowledge – Continents and oceans, non-European country comparison			Human and Physical Geography - Know there are different types of settlement, human and physical features in locality
Art	Pastel Portraits Leaders Drawing – Know that a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk can be used for drawing. Artist – Jean-Michel Basquiat	Mono-print landmarks of London and/or Southwell. Printing – Know how to explore printing using mono-printing techniques.	African Animals - Drawing - Know that pattern and texture can be used to create drawings. Painting – Tones and shades, colours to express emotions. African Pots – Sculpture – Use			Drawing – Know how to use a range of media for pattern and texture to create drawings. Artist – Hannah Sawtell <u>Arts Week?</u>

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			variety of materials and techniques. Artists – Edward Tingatinga / Esther Mahiangu (clay pots)			
Design and Technology		Fabric Faces – Celebrating Differences Textiles – Know that textiles can be joined to make a product, running stitch.	African Food Cooking and Nutrition – Know that food comes from different countries in the world.	Levers and Sliders – Know that levers and sliders can be used to create movement.	Building Bridges - Design, make and evaluate products. Know how to strengthen structures. Cooking and Nutrition – Know the eat well plate and evaluate, plan, and make food product using tools.	
RE	Leaders Unit 2.1 What makes people inspiring to others?	The Christmas story	Believing Unit 2.2 What do Jewish people believe about God, creation, humanity and the natural world? What are some ways Jewish people show their beliefs & how they belong?	The Easter Story <u>Easter Service</u>	Story Unit 2.4 Jewish & Christian stories. How & why are some stories important in religion? What can we learn from these stories?	Belonging Unit 2.3 What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today?

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<p>Computing</p>	<p>Making Music Unit 2.7 Know how to edit, explore, and combine sounds using 2Sequence</p>	<p>Presenting ideas Unit 2.8 Make a quiz, fact file and presentation to the class (link to London)</p>	<p>Online Safety Unit 2.2 Know what their digital footprint is, how to communicate safely online Effective Searching Unit 2.5 Create a leaflet to help someone search for something on the internet <u>Safer Internet Day</u></p>	<p>Unit Coding Unit 2.1 Know how to create an algorithm and debug simple programs</p>	<p>Spreadsheets Unit 2.3 Use 2Calculate tools to total, solve puzzles and create tables and block graphs</p>	<p>Creating pictures Unit 2.6 Use 2Paint to look at the work of famous artists and create own pictures</p>
<p>Music</p>	<p>Hands, Feet, Heart Afropop, South African South African Music</p>	<p>Ho, Ho, Ho A song with rapping and improvising for Christmas Festivals and Christmas <u>Christmas Concerts</u></p>	<p>I wanna play in a band Rock Playing together in a band</p>	<p>Zoo time Reggae Reggae and animals</p>	<p>Friendship song Pop A song about being friends</p>	<p>Reflect, rewind and replay Classical History of music, language of music</p>
<p>PSHE</p>	<p>Me and my relationships - Know how to express feelings and what makes a good friend</p>	<p>Valuing difference Respectful of differences, show good listening and use kind words <u>Anti-Bullying Week</u> <u>Road Safety Week</u> <u>Children in Need</u></p>	<p>Keeping safe – Know how to keep safe, say what they do and don't like, tell someone if they are not ok <u>Children's Mental Week</u></p>	<p>Rights and respect – Make choices, look after the environment</p>	<p>Being my best – Setting goals, staying healthy <u>Mental Health Awareness Week</u></p>	<p>Growing and changing – Stages of growth, keep private parts private</p>
<p>PE</p>	<p>Multi-skills – Know that there are</p>	<p>Dance – Know that dances can</p>	<p>Gymnastics floor work – Shapes and</p>	<p>Gymnastics apparatus - Shapes</p>	<p>Dance - Know that dances can be</p>	<p>Multi-skills and Athletics - Run at</p>

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	<p>strategies to develop their balance, coordination and agility.</p> <p>Healthy Body & Mind – Know that heart rate and temperature changes during exercise. Know that they have a pulse to measure heart rate.</p>	<p>be performed using movements of patterns. Explore change of rhythm, speed, level and direction.</p>	<p>balances, without apparatus, balance, coordination and agility.</p>	<p>and balances, with apparatus, balance, coordination and agility.</p>	<p>performed using movements of patterns. Explore change of rhythm, speed, level and direction.</p>	<p>fast, medium, and slow speeds. Know that there are strategies to develop their balance, coordination, and agility. <u>Sports Day</u></p>
	<p>Invasion Games – Football Skills Know that simple tactics can be used while participating in team games.</p>	<p>Invasion Games – Rugby & Hockey Fitness Know that games have opposition.</p>	<p>Team Games – Basketball Know that there are strategies to catch and control a ball in movement working with a partner or in a small group.</p>	<p>Throwing and catching - Cricket Know that there are strategies to hit a ball accurately using a piece of equipment.</p>	<p>Athletics Run at fast, medium and slow speeds. Know that there are strategies to develop their balance, coordination and agility.</p>	<p>Striking and Fielding Know that simple tactics can vary, be chosen and used.</p>