

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

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|                   |   | Children in Need Day<br>Christmas Craft Day<br>Christmas Concerts   |  |   |  |   |
| <b>Core Texts</b> | <b>The Journey Home</b><br>Frann Preston-Gannon<br><br><b>Dear Earth</b><br>Isabel Otter and Clara Anganuzzi  | <b>Tadpole's promise</b><br>Jeanne Willis<br><br><b>Jim and the Beanstalk</b><br>Raymond Briggs   | <b>Toys in Space</b><br>Mini Grey<br><br><b>The Bear &amp; the Piano</b><br>David Litchfield   | <b>The Great Fire of London</b><br>Emma Adams<br><br><b>The Owl and the Pussycat</b><br>Edward Lear   | <b>Rosie Revere, Engineer</b><br>Andrea Beaty<br><br><b>Lizzy and the Cloud</b><br>The Fan Brothers  | <b>The Minpins</b><br>Roald Dahl<br><br><b>Wolves</b><br>Emily Gravett  |
| <b>Subjects</b>   |   |   |  |   |  |   |
| <b>English</b>    | <b>Persuasive letters</b><br>Posters, lists, postcards, wanted posters, information reports, short stories<br><br><b>Informative leaflet</b><br>Future aspirations, a set of instructions, poems, travel blogs/ vlogs, persuasive speeches, letters | <b>Own version narratives</b><br>Explanations, speech / thought bubbles, setting descriptions, extended explanations<br><br><b>Sequel stories</b><br>Narrative retellings (including dialogue), thought bubbles, informal letters | <b>Own version fantasy narrative</b><br>Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions<br><br><b>Own version narratives about bravery</b><br>Letters of advice, short news | <b>Information booklets</b><br>Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates<br><br><b>Rhyming poems</b><br>Letters, interviews, lists, instructions | <b>Explanation text</b><br>Short explanations, adverts, advice letters, character description, invention descriptions<br><br><b>Guidebooks</b><br>Descriptions, adverts / market stall pitches, letters of advice, postcards in role | <b>Own version adventure narratives</b><br>Danger posters, setting descriptions, character descriptions, information reports, postcards<br><br><b>Non-chronological leaflets</b><br>Captions, information writing, character descriptions and comparisons |

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|                |   |  | reports, writing in role, retellings, information posters  |   |  |  |
| <b>Maths</b>   | <b>Place Value</b><br><b>Addition and Subtraction</b>   | <b>Addition and Subtraction</b>  | <b>Shape</b><br><b>Multiplication and Division</b>   | <b>Money</b><br><b>Length and Height</b><br><b>Mass, capacity and temperature</b>                                       | <b>Fractions</b><br><b>Time</b>  | <b>Statistics</b><br><b>Position and direction</b><br><b>Consolidation</b>   |
| <b>Science</b> | <b>Animals needs for survival</b> – Animals have basic needs for survival (6 lessons)<br><b>Humans</b> – Food, hygiene and exercise (4 lessons) | <b>Materials</b> - Properties of materials and their uses (10 lessons)<br><b>Plastics</b> – How are plastics harmful? (2 lesson) | <b>Plants (light and dark)</b> – What plants need to grow – planting experiment (5 lessons)<br><b>Living things and their habitats</b> – Plants and animals depend upon each other (9 lessons) | <b>Living things and their habitats</b> (continued from Spring 1)<br><b>Plants (Light and dark)</b> Findings (1 lesson) | <b>Plants (bulbs and seeds)</b> – Plants grow from seed and bulbs, planting bulbs/seeds (4 lessons)<br><b>Growing up</b> – Animals, including humans, have offspring that grow into adults (6 lessons)<br><u>World Bee Day</u> | <b>Plants (Bulbs and seeds)</b> – Findings, know that plants grow and mature (1 lesson)<br><b>Growing up</b> – Animals, including humans, have offspring that grow into adults (1 lesson) Butterfly diary<br><b>Wildlife</b> (2 lessons) |

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

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

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

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|           |   | <u>Anti-Bullying Week</u><br><u>Road Safety Week</u><br><u>Children in Need</u>  | someone if they are not ok<br><u>Children's Mental Week</u>   |   |  |   |
| <b>PE</b> | <p><b>Multi-skills</b> – Strategies to develop their balance, coordination and agility.</p> <p><b>Healthy Body &amp; Mind</b> – Know heart rate and temperature changes during exercise. Know that they have a pulse to measure heart rate.</p> | <p><b>Dance</b> – Perform dances use movements and patterns. Explore change of rhythm, speed, level and direction.</p> | <p><b>Gymnastics-linking</b><br/>Link movements together. Move safely when linking movements together. Perform a sequence on apparatus, including a jump, roll and balance.</p> | <p><b>Gymnastics-pathways</b><br/>Develop different pathways. Know what flow means.</p> | <p><b>Dance - Mr Candys Sweet Factory</b><br/>Dance movements with expression and emotion. Create a sequence of movements that flow.</p> | <p><b>Locomotion-jumping</b> - Correct technique for jumping, skipping and hopping. Explore jumping using different combinations, jumping for distance and speeds.<br/><u>Sports Day</u></p>              |
|           | <p><b>Invasion Games – Football Skills</b><br/>Simple tactics can be used while participating in team games.</p>  | <p><b>Invasion Games – Rugby &amp; Hockey Fitness Games</b> have opposition.</p>                                       | <p><b>Ball Skills- Hands 1</b><br/>Combine dribbling, passing and receiving to keep possession. Strategies to catch and control a ball.</p>                                     | <p><b>Ball Skills- Hands 2</b><br/>Throwing a ball under and over arm.</p>              | <p><b>Locomotion-Dodging</b><br/>Explore dodging and learn how to dodge effectively. Explore dodging for attacking and defending.</p>    | <p><b>Ball Skills- Rackets, Bats and Balls</b><br/>Develop accurate skills when hitting a ball. Strike a target with increasing power and accuracy. Know simple tactics can vary, be chosen and used.</p> |

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