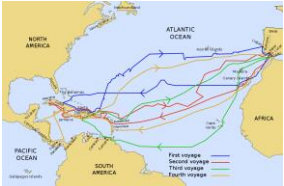












## Year 2 Long Term Curriculum Plan

Year 2	Autumn	Spring	Summer
	<p><b>Autumn 1:</b> <b>Why do explorers decide to leave their homes.</b></p> <p>World maps and explorers! Christopher Columbus</p> <p>Significant Individuals</p>   <p><b>Autumn 2:</b> <b>How have past inventions impacted transport today?</b></p> <p>First flight and transport</p> <p>History of transport</p>  	<p><b>Spring 1:</b></p> <p><b>How have Victorian toys impacted modern toys.</b></p> <p>Victorians - timeline Toys in the past.</p>   <p><b>Spring 2:</b></p> <p><b>What type of a leader was Queen Victoria?</b></p>	<p><b>Summer 1:</b> <b>What is George Mottershead's lasting legacy?</b></p> <p>Significant local people from the past George Mottershead &amp; Chester Zoo.</p>   <p><b>Summer 2:</b> <b>Is animal conservation important?</b></p> <p>Animal conservation in non-European country.</p>

			
<b>History</b>	<p>Throughout History lessons this term we will study this following key vocabulary:</p> <p><b>Autumn 1:</b> Contribution, International, Achievements, Explorer, Significant, Decade/Century, Christopher Columbus, Journey/Voyage</p> <p><b>British Values Link:</b> Embracing &amp; Understanding the of Cultures and Faiths of others - Ibn Battuta journey to Mecca. Christopher Columbus - native S. America</p> <p><b>Autumn 2:</b> Significant, Timeline. Event, Source, Evidence, Aeroplane, flight, Commemorate, Anniversaries, Transport, Impact.</p> <p><b>British Values Link:</b> Mutual respect - close community links</p>	<p>Throughout History lessons this term we will study this following key vocabulary:</p> <p><b>Spring 1 and 2:</b> Victorians, Toys, National, Contribution, Influence, Monarch, Reign, Inventions, Sources, Connections, Order.</p> <p><b>British Values Link:</b> Embracing &amp; Understanding the of Cultures and Faiths of others - historical themes</p>	<p>Throughout History lessons this term we will study this following key vocabulary:</p> <p><b>Summer 1:</b> George Mottershead, Chester Zoo, Impact, Contribution, Achievements, National Expansion, Changes to area.</p> <p><b>Summer 2:</b> Geography Focus</p>
<b>Geography</b>	<p>Throughout Geography lessons this term we will study this following key vocabulary:</p> <p><b>Autumn 1:</b> Port, harbour, shop, country, capital city, beach, cliff, coast, sea, ocean, river, marine, weather, Asia, Africa, North America, South America, Antarctica, Australasia/Oceania, Europe, Arctic, Southern, Pacific, Atlantic, Indian, England, NSEW, Map key symbols, equator, direction, country, continent, globe, atlas, diverse, places, natural and</p>	<p>Throughout Geography lessons this term we will study this following key vocabulary:</p> <p><b>Spring 1:</b> History Focus</p> <p><b>Spring 2:</b> Characteristics, patterns, England, Scotland, Wales, NI, Belfast, Cardiff, Edinburgh, London,</p>	<p>Throughout Geography lessons this term we will study this following key vocabulary:</p> <p><b>Summer 1:</b> Location, Tourism, Roads, Physical Features, Human Features, Aerial Photograph, UK, Comparison.</p> <p><b>Summer 2:</b> Town, city, sea, ocean, weather, NSEW, Country, continent,</p>

	<p>human environments.</p> <p><b>Autumn 2:</b> Asia, Africa, North America, South America, Antarctica, Australasia/Oceania, Europe, Arctic, Southern, Pacific, Atlantic, Indian,</p>	<p>North/Irish/Celtic, English Channel, environment, address, right, left, route planner, urban, rural, diverse places.</p>	<p>diverse places.</p> <p><b>British Values Link:</b> Mutual respect - close community links.</p> <p>Embracing &amp; Understanding the of Cultures and Faiths of others - local and global charity work</p>
English	<p><b>Autumn 1:</b> Troll Swap by Leigh Hodgkinson</p> <p>Trolls go home by Alan MacDonald</p> <p><b>Writing Outcome:</b> Fiction story (with a character focus)</p> <p><b>British Values Link:</b> Mutual respect - appreciating differences between people.</p>	<p><b>Spring 1:</b> Major Glad, Major Dizzy by Jan Oke</p> <p>Naughty Amelia Jane by Enid Blyton</p> <p><b>Writing Outcome:</b> Adventure Story</p>	<p><b>Summer 1:</b> Grandad's Secret Giant by David Litchfield</p> <p>The BFG by Roald Dahl</p> <p><b>Writing Outcome:</b> Letter</p> <p><b>British Values Link:</b> Rule of law - consequences to actions in relation to environment</p> <p>Personal responsibility and liberty - to protect the environment.</p>
English	<p><b>Autumn 2:</b> Dragon Machine by Helen Ward</p> <p>The Dragonsitter series by Josh Lacey</p> <p><b>Writing Outcome:</b> Non-Chronological Report</p>	<p><b>Spring 2:</b> The Owl who was afraid of the dark by Jill Tomlinson (picture book)</p> <p>The Owl who was afraid of the dark by Jill Tomlinson (chapters)</p> <p><b>Writing Outcome:</b> Diary</p>	<p><b>Summer 2:</b> The Last Wolf by Mini Grey</p> <p>Fantastic Mr.Fox by Roald Dahl</p> <p><b>Writing Outcome:</b> Fiction Story- with a moral focus</p>
Applied theme writing outcome	<p><b>Autumn 1:</b> Biography of significant individual (World Explorer)</p>	<p><b>Spring 1:</b> Non-Chronological Report (Toys then and now)</p>	<p><b>Summer 1:</b> Diary written by George Mottershead</p>
Applied theme writing outcome	<p><b>Autumn 2:</b> Recount of a journey</p>	<p><b>Spring 2:</b> Adventure Story</p>	<p><b>Summer 2:</b> Persuasive letter (conservation)</p>

<p>Science</p>	<p><b>Autumn 1: Plants-</b> Observing growth What do they need to survive?</p> <p>Sunlight, warm, oxygen, roots, stem, leaves, flower, fruit, deciduous, evergreen, growth, reproduce, germination.</p> <p><b>Autumn 2: Materials-</b>Suitably of a variety of materials, how materials can change? Opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, property, group, natural, manufactured (man-made), change.</p>	<p><b>Spring 1:</b> STEM -designing toys Use previous knowledge on materials.</p> <p><b>Spring 2: Living Things and Habitats Food Chains-</b> Food chain, diet, food, healthy, variation, habitat, basic needs, suitable features, carnivores, is eaten by</p>	<p><b>Summer 1: Living things and their habitats-</b> Living, dead, suitable, basic needs, food, food chain, shelter, movement, habitat, micro-habitat, local, environment, rainforest, ocean, polar, seashore, pond, woodland, desert.</p> <p><b>Summer 2: Animals and Humans-</b> Produce, reproduce, off-spring, adults, young, male, female, mate, survival, adapt. Baby, toddler, child, teenager, adult, egg, spawn, pupa, chrysalis, growth, balanced diet, exercise, breathing, hygiene, germs, disease.</p>
<p>Enhanced Curriculum Opportunities inc outdoor learning.</p>	<p>Boat Museum Visit</p> <p>Exploring wildlife, plants and trees within the Whitby Heath Woodland.</p> <p>Tree identification in the outdoor classroom.</p>	<p>Weaver Hall Trip</p> <p>Owl Pellets</p> <p>Residential to Burwardsley</p>	<p>Chester Zoo Visit</p>
<p>Computing</p>	<p><b>Autumn 1:</b> iProgram Creating simple animations.</p> <p><b>Autumn 2:</b> iSafe E-safety iSearch Finding things out online.</p>	<p><b>Spring 1:</b> iAnimate Introduction to animation.</p> <p><b>Spring 2:</b> iPub Creating interactive eBooks.</p>	<p><b>Summer 1:</b> iBlog Writing &amp; responding with blogging.</p> <p><b>Summer 2:</b> iDo Mail Introduction to Email.</p> <p><b>British Values Link:</b> Personal responsibility and liberty - how to talk safely online</p>
<p>PE</p>	<p><b>Autumn 1:</b> Amaven Y2- Fundamental Movement Skills- Running and Jumping.</p> <p><b>British Values Link:</b> Mutual respect - respect teammates and opposition understanding there will be winners and losers and approaching each with respect</p>	<p><b>Spring 1:</b> Amaven Y2- Fundamental Movement Skills- Throwing, Catching and bouncing.</p> <p><b>British Values Link:</b> Personal responsibility and liberty - promoting healthy lifestyles</p>	<p><b>Summer 1:</b> Amaven Y2- Play in competitive team sports, developing attacking and defending principles. Focus on agility, balance and coordination.</p> <p><b>Summer 2:</b> Amaven Y2 - Play in competitive team sports, developing</p>

	<p>Rule of law - play within the rules of the sport</p> <p>Democracy - playing fair making correct choices</p> <p><b>Autumn 2:</b> Amaven Y2- Fundamental Movement Skills- Kicking and Striking.</p> <p><b>British Values Link:</b> Embracing &amp; Understanding the of Cultures and Faiths of others - through dance. Explore cultural themes/historical theme/festivals</p>	<p><b>Spring 2:</b> Amaven Y2- Dance with simple movement patterns</p> <p><b>British Values Link:</b> Mutual respect - respecting teammates and opposition. Learning to win and lose showing respect</p> <p>Rule of law - play within the rules of the sport</p> <p>Democracy - playing fair and making the correct choices</p>	<p>attacking and defending principles. Focus on agility, balance and coordination.</p> <p><b>British Values Link:</b> Personal responsibility and liberty - healthy lifestyle</p>
RE	<p><b>Autumn 1:</b> What do Jews believe about God?</p> <p><b>Autumn 2:</b> How do Jews show faith through practices and celebrations?</p> <p><b>British Values Link:</b> Embracing &amp; Understanding the of Cultures and Faiths of others - visit to a synagogue</p>	<p><b>Spring 1:</b> Why is the Bible a special book for Christians?</p> <p><b>Spring 2:</b> Who was Jesus and why is he important to Christians today?</p>	<p><b>Summer 1:</b> Why did Jesus teach people through stories?</p> <p><b>Summer 2:</b> Life Stages. Including linking RE to No Outsiders project.</p>
Art	<p><b>Autumn 1:</b> Autumn 1: Create a collage of a travelling ship. These could be made 3D depending on the nature of the materials used. You could use images of old-world ships from the 1500s.</p> <p><b>British Values Link:</b> Mutual respect - sharing resources</p> <p><b>Autumn 2:</b> Link with the trip to the boat museum. Charcoal drawing of a canal boat.</p> <p><b>British Values Link:</b> Personal responsibility and liberty - peer and self-assessment</p>	<p><b>Spring 1:</b> Wire and wool sculpture of a doll figure. silhouette of an African animal</p> <p><b>British Values Link:</b> Democracy - which materials will you use?</p> <p><b>Spring 2:</b> Create a tile of a simple toy (such a spinning top) using string and card. Use this to make a repeating pattern.</p> <p><b>British Values Link:</b> Embracing &amp; Understanding the of Cultures and Faiths of others - learning about different artists</p>	<p><b>Summer 1:</b> Drawing portraits of significant people from history and use paint to add colour. Children can explore creating shades by mixing skin tones, hair colours etc.</p> <p><b>Summer 2:</b> Use pen and ink to create a fine line image of an animal. This could be a simple design or more complex with extra details depending on ability levels. Use a wash of colour with ink.</p> <p><b>British Values Link:</b> Mutual respect - experience and talk about artwork from different cultures and beliefs</p>
Technology	<p><b>Autumn 1:</b> Design and build a ship Look at the ability level of the children coming in.</p>	<p><b>Spring 1 and 2:</b> Design and make a</p>	<p><b>Summer 1:</b> Create a moving animal using levers and pulleys (there is an example on</p>

	<p>Use a simple design if needed. Take the children through the design steps. They could also think about the materials that are water resistant.</p> <p><b>British Values Link:</b> Personal responsibility and liberty - working with tools safely</p> <p><b>Autumn 2:</b> Design and make an aeroplane. Use a 2D template that the children can draw on and edit. Explore design features such as colour etc. If made from card. The children could then compete to see whose plane travels the furthest.</p> <p><b>British Values Link:</b> Democracy - take views and opinions into account but still have the right to make own choices</p>	<p>finger puppet</p> <p><b>British Values Link:</b> The rule of law - safety when using tools.</p> <p>Personal responsibility and liberty - to accept that others' ideas may not be the as their own</p>	<p>twinkle for a dragon)</p> <p><b>British Values Link:</b> Embracing &amp; Understanding the of Cultures and Faiths of others - to tolerate ideas from others that are different from their own.</p> <p><b>Summer 2:</b> Design an animal habitat. Explore enclosure at the zoo.</p> <p><b>British Values Link:</b> Mutual respect - take turns during discussions to resolve difficulties/make decisions</p>
<p>Music</p>	<p><b>Autumn 1:</b> Hands, feet, Heart-children to celebrate and learn about South African Music. Children explore musical games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments. 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><b>British Values Link:</b> Personal responsibility and liberty - listening carefully and being respectful to others when making music</p> <p><b>Autumn 2:</b> Ho Ho Ho- A Christmas song by Joanna Mangona and Jane Sebba. Children will be finding the pulse, clapping rhythms, we will also consider how pitch is high and low sounds. Then we will add pitch to the pulse and rhythm when we sing and play an instrument.</p>	<p><b>Spring 1:</b> I wanna play in a band- by Joanna Mangona - A Rock song for children. In this song you 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><b>British Values Link:</b> Embracing &amp; Understanding the of Cultures and Faiths of others - link to history of music and musicians</p> <p>Rule of law - behaviour link: listen carefully</p> <p><b>Spring 2:</b> Zootime- A Reggae Song for Children by Joanna Mangona. The unit presents an integrated approach</p>	<p><b>Summer 1:</b> Friendship Song- by Joanna Mangona and Pete Readman. This is a song about being friends. Children will be learning to find the pulse in music and recognising that songs have musical style. Children will be able to recognise some if the instruments that they hear. Keyboard, drum, bass and a glockenspiel.</p> <p><b>Summer 2:</b> Reflect, Rewind and Replay. Listen and Appraise Classical music. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments, singing, play instruments within the song, improvisation using voices and instruments, composition and share and perform the learning that has taken place</p> <p><b>British Values Link:</b> Mutual respect - how to</p>

	<p><b>British Values Link:</b> Democracy - when creating music in a group, take turns and work together to make decisions</p>	<p>to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>be good friend. Using imagination</p>
EHWB	<p><b>Autumn Term:</b> Relationships</p> <p><b>British Values Link:</b> Personal responsibility and liberty - managing secrets and understanding what is hurtful</p> <p><b>British Values Link:</b> Personal responsibility and liberty - being aware of how behaviour affects others</p> <p>Mutual respect - how to work effectively with other people and valuing their</p>	<p><b>Spring Term:</b> Living in the wider world</p> <p><b>British Values Link:</b> Personal responsibility and liberty - staying safe</p>	<p><b>Summer Term:</b> Health and Wellbeing</p> <p><b>British Values Link:</b> Personal responsibility and liberty - respectful healthy lifestyles</p> <p>Mutual respect - for each other noting differences between boys and girls</p>
KS2 French			