



Date: 2023/2024

Year Group Long Term Plan

Year: Year 2



Subject	Autumn	Spring	Summer
English	<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Winnie the Witch</b></li> <li>• <b>The Bear and the Piano</b></li> <li>• Phonics- Little Wandle</li> <li>• Story settings</li> <li>• Retelling a story</li> <li>• Design a poster</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>• <b>The Great Fire of London</b></li> <li>• <b>Fire Cat</b></li> <li>• Non-Fiction texts linked to Great Fire of London</li> <li>• Non-Fiction texts linked to Fire Safety.</li> <li>• Reading and writing witness statements and diaries from The Great Fire of London</li> <li>• Writing stories about the events of the fire.</li> <li>• Role-play based on characters and their feelings throughout the events.</li> <li>• Poems linked to London.</li> <li>• Mary Seacole (Black History month)</li> <li>• Phonics- Little Wandle</li> </ul>	<p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Iron Man</b></li> <li>• Phonics- Little Wandle</li> <li>• Newspaper report</li> <li>• Annotated drawingd</li> </ul> <p><b>Spring 2:</b></p> <ul style="list-style-type: none"> <li>• <b>The Great Kapok Tree</b></li> <li>• Phonics- Little Wandle</li> <li>• Non-Fiction – The Amazon Rainforest</li> <li>• Making leaflets</li> </ul>	<p><b>Summer 1:</b></p> <ul style="list-style-type: none"> <li>• <b>The Great Kapok Tree</b></li> <li>• General sentence structure and grammar.</li> <li>• Phonics- Little Wandle</li> <li>• Diary writing</li> <li>• Persuasive writing</li> </ul> <p><b>Summer 2:</b></p> <ul style="list-style-type: none"> <li>• <b>The Fox</b></li> <li>• Poem writing</li> <li>• Complex sentence structure and grammar</li> <li>• Emphasising with a character</li> </ul>
Maths	<p>Block 1: Number - Place Value            Block 2: Addition and subtraction            Block 3: Money            Block 4: Multiplication and division  <b>Reasoning for all.</b>  <b>Assessment at the end of each block.</b></p>	<p>Number: Multiplication and division            Statistics            Geometry: Properties of Shape            Number: Fractions            Measurement: Length and height            Consolidation;  <b>Reasoning for all.</b>  <b>Assessment at the end of each block.</b></p>	<p>Position and direction            Problem solving and efficient methods            Measurement: Time            Measurement: Mass, Capacity and Temperature            Investigations.  <b>Reasoning for all.</b>  <b>Assessment at the end of each block.</b></p>

<p><b>Art</b></p>	<p><b>Using a range of materials, drawing/painting/sculpture.</b> Shading/tone/silhouettes/foreground/background Sketching – Fire of London – shade and tone</p> <p><b>Knowing about the work of a range of artists:</b> <b>Mark Sealy</b> <b>Focus Skills</b> – <b>drawing with pencil</b>, sketching, shading, tone, shape, lines etc <b>Sculpture with wire</b> <b>Painting</b> – in black and white paint, shading, tones <b>Curricular links</b> – English History Geography</p>	<p><b>Knowing about the work of a range of Artists:</b> Aboriginal art linked to Explorer topics. Art from around the world. (Printing) Use print to explore patterns Printing with straws, cotton buds, finger and Explore mono-printing Using different objects to produce patterns Design patterns of increasing complexity and repetition ICT to create simple patterns</p>	<p><b>Art and design techniques:</b> Sculpture – Linked to seaside. Using clay to create pots/buckets coil pots Upcycling to create everyday objects Pencil pots from cans/kitchen rolls etc</p> <p><b>Using a range of materials, drawing/painting/sculpture –</b> Creating objects seen at the Seaside. Weaving to create a beach blanket – using recycled clothes cut into strips Creating a windbreaker for the beach using plastic bags cut into strips.</p>
<p><b>DT</b></p>	<p><b>Design, make and evaluate/technical knowledge</b> <b>Wheels and Axles</b> <b>Fire of London</b></p> <ul style="list-style-type: none"> <li>• compare and evaluate fire-fighting equipment from the past to present</li> <li>• plan, discuss and communicate ideas through talk and drawing</li> <li>• <b>design for a purpose</b></li> <li>• design, make and evaluate</li> <li>• make simple drawings</li> <li>• using simple tools</li> <li>• variety of materials to use</li> <li>• explore and use mechanisms such as wheels in order to make a fire engine</li> <li>• use good finishing techniques</li> <li>• Talk about their ideas</li> <li>• Evaluate their products during the process so identifying strengths and possible changes they might make</li> <li>• Using focussed vocabulary</li> </ul>	<p><b>Design, make and evaluate/technical knowledge</b> <b>Food</b> <b>Food and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Design a healthy menu</li> <li>• Preparing fruits and vegetables</li> <li>• Healthy lunchbox</li> <li>• Fruit cocktail</li> <li>• Salad</li> <li>• Using simple utensils/equipment</li> <li>• Hygiene</li> <li>• Begin to discuss food choices based on their simple nutrition knowledge</li> <li>• Conduct a survey and analyse results</li> <li>• Can discuss where food comes from</li> <li>• Using simple tools</li> <li>• Use basic food handling practises</li> <li>• Be aware of food hygiene</li> </ul>	<p><b>Design, make and evaluate/technical knowledge</b> <b>Textiles</b> <b>Seaside:</b></p> <ul style="list-style-type: none"> <li>• Make their design using appropriate techniques</li> <li>• Using simple tools, measure, cut and shape a range of materials</li> <li>• Assemble, join and combine materials and components together</li> <li>• Evaluate their products by asking simple questions how they made it, with what materials and does it suit it purpose</li> <li>• What have they made?</li> <li>• Discuss strengths and possible things changes they would make</li> </ul> <p><b>Curricular links</b> – Science, English and Art</p>

	<p><b>Curricular links</b> – Science, English, Geography, History</p>	<ul style="list-style-type: none"> <li>Evaluate final product strengths and possible changes they would make</li> </ul> <p><b>Curricular links</b> – Science and English</p>	
<p><b>Geography</b></p>	<p>Location knowledge/place knowledge  <b><u>Why can't a Meerkat live in the North Pole?</u></b>  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Humans and Physical:  <b><u>Where would you prefer to live: England or Africa?</u></b>  Understanding Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p>	<p>Human and Physical:  <b><u>Why do we love to be beside the seaside?</u></b>  Identify seasonal and daily weather patterns in the United Kingdom. Human and physical features of a small area of the United Kingdom.</p>
<p><b>History</b></p>	<p><b>Significant historical events, people and places in their locality</b>  History of London/Great fire of London  Disasters around the world.</p>	<p><b>Changes and events beyond living memory that are significant nationally or globally.</b>  What was it like when the Queen came to the throne in 1953?</p>	<p><b>Significant people from Britain or abroad.</b>  Why were Christopher Columbus and Neil Armstrong brave people?</p>
<p><b>ICT</b></p>	<p><b>Computing:</b>  <b>Switched on scheme of work.</b>  - Programming  - Control  - We are Game Testers  - We are Astronauts  - Reminder of logging on and keyboard skills.</p>	<p><b>Computing:</b>  <b>Switched on scheme of work.</b>  - E-Safety  - Digital photography  - We are Photographers.  - We are Researchers.</p>	<p><b>Computing:</b>  <b>Switched on scheme of work.</b>  -Finding and presenting information  - We are Detectives.  - We are Zoologists</p>

<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• <b>Solfege</b> – so mi la</li> <li>• Notaion ta ti-ti</li> <li>• Add dots to stick notation</li> <li>• sing in a round</li> <li>• Orchestral music</li> <li>• Singing with expression awareness of melodic shape and movement</li> <li>• Meter 4/4</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Solfege</b></li> <li>• <b>Aboriginies and dreamtime</b></li> <li>• Aboriginal sound - sounds of Dreamtime</li> <li>• Didgeridoo sound/science/history</li> <li>• Duration short/long</li> <li>• Timbre</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Solfege</b></li> <li>• Chain music</li> <li>• Composition</li> <li>• Meter 3/4</li> <li>• soundscape</li> <li>• Graphic score</li> </ul>
<p><b>PE Indoor</b></p>	<p>1<sup>st</sup> Half Ugly Bug Ball dance unit 2 2<sup>nd</sup> Half – Rehearsals for Christmas Production</p>	<p>Fit for Fun - Dance</p>	<p>1<sup>st</sup> Half: Fit for Fun- Multisports 2<sup>nd</sup> Half: Fitness Frenzy Unit 6</p>
<p><b>PE Outdoor</b></p>	<p>1<sup>st</sup> Half – Throwing &amp; Catching Unit 5 2<sup>nd</sup> Half – Rehearsals for Christmas Production</p>	<p>1<sup>st</sup> Half – Boot Camp Unit 1 2<sup>nd</sup> Half – Mighty Movers Unit 2</p>	<p>1st Half: Multi – Skills Unit 1 2<sup>nd</sup> Half: Brilliant Ball Skills Unit 4</p>
<p><b>PSHE&amp;C</b></p>	<p><b>Relationships</b> <i>Our Friendships, Families and Identity</i></p> <p><i>Families and People who care for me</i> <i>Caring friendships</i> <i>Respectful relationships</i></p>	<p><b>Social Skills and Safeguarding</b> <i>Our Social skills, Feeling safe and Respect</i></p> <p><i>Being safe</i> <i>Online relationships</i> <i>Respectful relationships</i></p>	<p><b>Health and Wellbeing</b> <i>Our Health and understanding Mental and Physical wellbeing</i></p> <p><i>Health and Prevention</i> <i>Mental wellbeing</i> <i>Physical health and fitness</i> <i>Internet safety and Harm</i> <i>Healthy Eating</i></p>
<p><b>RE</b></p>	<p><b>SACRE/Redbridge Scheme of work.</b> <b>How do the stories of Jesus inspire Christians today?</b> <b>Who influences our lives? How?</b> <b>Feeling Special who are they and why are they special.</b></p> <p>What stories inspire Christians and how?</p>	<p><b>SACRE/Redbridge Scheme of work.</b> <b>Who is a Muslim and what do they believe?</b> <b>What do Christians do at Easter and why is it important to them?</b></p> <p>Visit to a Church (from work in Autumn term)</p>	<p><b>SACRE/Redbridge Scheme of work.</b> <b>Who is a Muslim and what do they believe?</b></p> <p><b>Special books including The Bible and the Qur’an.</b></p>

	<p>Christmas and how it is celebrated around the world.</p>		<p><b>In what ways are a Church/Mosque etc important to believers?(Mosque focus)</b>  <b>Look at other places of worship briefly so get a better understanding of 'importance'.</b></p>
<p><b>Science First Half Term</b></p>	<p><b>Topic : Everyday materials</b>  <b>Snap Science : Good choices and shaping up</b>  Use of everyday materials, grouping and shaping up</p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials,</li> <li>Explore how shapes of solid objects materials can change shape by squashing, bending , twisting and stretching of materials</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Compares uses materials in and round school and other places (home, playground)</li> <li>Observing closely, identifying and classifying the uses of different materials and recording their observations</li> </ul> <p><b>Science Investigating a suitable coat for Humpty Dumpty</b></p>	<p><b>Topic: : Living Things and their habitats</b>  <b>Snap Science : Growing up and taking care</b></p> <ul style="list-style-type: none"> <li>Notice that animals , including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Asking questions about what animals need for survival and what humans need for stay healthy</li> <li>Suggesting ways to find answers to their questions</li> </ul>	<p><b>Topic Animals Including Humans</b>  <b>Snap Science : What is your habitat?</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited</li> <li>Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats</li> <li>Explore how animals obtain their food from plants and animals – simple food chain</li> <li>Name and identify different sources of Sources of food</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Sorting and classifying things according to whether they are alive, dead or never alive</li> <li>Question their line of thinking</li> <li>Constructing a simple food chain</li> <li>Describe the conditions of a habitat</li> </ul>

			<ul style="list-style-type: none"> <li>Performing simple tests</li> </ul> <p>Science investigation : What does plant need to grow</p>
<b>Second Half Term</b>	<p>As above and...</p> <p><b>Topic : Everyday Materials</b></p> <p><b>Snap Science : Squash, bend, twist, stretch</b></p> <ul style="list-style-type: none"> <li>Which ball is the bounciest</li> <li>Tough and flexible</li> <li>Which is the strongest paper?</li> </ul> <p>Paper bridges</p>	<p>As above and....</p> <p><b>Topic : Living Things and their habitats</b></p> <p><b>Habitats</b></p> <p><b>Snap Science : Habitats</b></p> <ul style="list-style-type: none"> <li>Dead or alive? Or nearly alive</li> <li>Micro habitats</li> <li>Habitat dioramas</li> <li>Food chains</li> <li>Making a bug hotel</li> </ul>	<p>As above and ....</p> <p><b>Topic : Plants</b></p> <p><b>Snap Science : Our changing World</b></p> <ul style="list-style-type: none"> <li>Spreading seeds</li> <li>Growing seeds</li> <li>What does a seed need to grow?</li> <li>Fair tests</li> <li>Analysing and recording data for plant growth</li> <li>Making predictions and suggesting further tests</li> </ul>
<b>School Visits</b>	GFOL Drama workshop run by Freshwater Theatre Company – Dec 6 <sup>th</sup>	Epping Forest- Exploring Habitats- March 13 <sup>th</sup>	Seaside/sea life centre visit- July Church visit- June
<b>Learning Experiences</b>	Planning a party/ Making a cake	Singing a song in French.	Visit to the seaside