



Long Term Plan 2021-2022

Year 2

Theme	Animals and Their Habitats	Animals including humans	Great Fire of London	Inspirational People	Plants	Seaside
Subjects that will be covered in this theme	<p>Geography Use locational and place knowledge to explore the 7 continents and 5 oceans and discuss and compare the different habitats within them.</p> <p>Art Create 3D models from direct observation using a range of materials.</p> <p>Science Explore and describe the basic needs of animals, what they need to survive and how they adapt to their habitats.</p>	<p>Science Understand that animals, including humans, have offspring that grow into adults and explore this through different life cycles.</p> <p>Art Express personal ideas through designs and create a project using a range of media and materials.</p>	<p>History Investigate why the Great Fire of London happened and compare two versions of the events using a range of sources.</p> <p>DT Plan and create a model using mechanisms by following a design criteria and evaluating the final piece.</p> <p>Music Take part in singing and follow instructions on how and when to sing or play an instrument and perform to an audience.</p>	<p>History Develop chronological knowledge and understanding by using timelines, to look at a range of inspirational people such as; Florence Nightingale, Mary Seacole and a person of the children's choice.</p> <p>Explore how and why these individuals are significant in history and the legacy they left.</p> <p>Geography Develop place knowledge and understand the human and physical geography of a small area of the UK (Bradford) and of a non-European country such as Kingston in Jamaica where Mary Seacole was born.</p> <p>PSHE Explore individual rights and responsibilities and identify who in the community keeps us safe and how they can help us.</p>	<p>Science Investigate, ask questions, and observe how plants grow in different environments and what they need to survive.</p> <p>Geography Locate hot and cold areas of the world using maps and atlases.</p> <p>Research the equator, north and south poles and discover which environments are the most suitable for different plants.</p> <p>Art Discover colour through various types of media such as; painting, ink, crayons and pastels and look at tones, layering and mixing media.</p>	<p>History Develop interpretation skills to identify differences and similarities between ways of life at different times.</p> <p>Geography Confidently use geographical vocabulary and refer to both human and physical features within the two areas of the UK, such as Bradford and Scarborough.</p> <p>DT Build a structure such as a boat and explore how they can be made stronger, stiffer and stable, depending on the materials used.</p>



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Curriculum Enhancement	Visit Ponderosa to look at the different animals and their habitats.	Go on a 'Habitat Hunt' in the local walk to look at different habitats.	Exhibition to showcase models created	Workshop investigating artefacts to find out about the past	A local walk to look at different plants.	Visit to Scarborough to discover how the seaside has changed and what it's like in the present day compared to the past.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English - Reading	Developing reading fluency. Reading non-fiction texts linked to different animals and draw simple inferences from illustrations and facts.	Developing reading fluency. Retell the story of The Snowman to develop use of narrative language and phrases.	Developing reading fluency. Reading non-fiction texts, including letters and answer basic questions to demonstrate understanding of formal and informal language.	Developing reading fluency. Reading non-fiction texts linked to 'Inspirational people' and answer a variety of question including retrieval and inference questions about what I have read.	Developing reading fluency. Reading and performing a range of poetry, understanding appropriate intonation, and using this to speak clearly in front of others.	Developing reading fluency. Reading non-fiction texts including leaflets and articles to draw inference and answer questions about what I have read.
Enjoying Reading Improving Comprehension (ERIC)	Reading and listening to fiction texts including The Bear and Rabbit, using the information I have read to make predictions.	Reading and listening to fiction texts including The Snowman, and discussing the sequence of events in the book and how they relate to one another.	Reading and listening to traditional tales including Snow White and make inferences about characters and their actions.	Reading and Performing fiction texts, including Rapunzel, and developing understanding of how to hold the attention of people by adapting the way that I talk.	Reading and listening to fiction texts, including the Sky Garden and ask and answer questions to develop understanding of what I have read.	Reading and listening to fiction texts, including the Lighthouse Keepers Lunch and use prior knowledge, including context and vocabulary to understand texts.
English - Writing	Using the text of Bear and Rabbit as a stimulus to create a character profile by developing noun phrases and correctly using capital letters and full stops.	Creating a diary entry using The Snowman as a stimulus focussing on using past tense verbs and first person pronouns in my sentences.	Using Snow White as a stimulus to write a letter, including questions and statements and applying the correct punctuation.	To create an alternative ending to the story of Rapunzel, including conjunctions such as: and, because, if so and but.	Using the text Sky Garden as a stimulus to create a poem and develop noun phrases.	To create a retell based on the story of The Lighthouse Keepers Lunch and sequence a variety of sentences to form a narrative and correctly use commas in a list.



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Phonics (KS1 only) Delete this row for KS2)	Focus on phonemes 'ay' 'ou' 'ie' and 'ea' and how they are written.	Focus on phonemes 'oy' 'ir' 'ue' and 'aw' and how they are written.	Focus on phonemes 'w', 'f', 'ai', 'ee' and 'igh' and how they are written.	Focus on phonemes 'oa' 'oo' 'or' and 'ur' and how they are written.	Focus on phonemes 'ow' 'oi' 'ear' 'air' and how they are written.	Focus on phonemes 'c' 's' 'j' 'l' and how they are written.
Maths	Developing place value knowledge by recognising the place value of a two-digit number. To estimate, represent, order and compare numbers from 1-100.	Begin to add and subtract a 2 digit and 1 digit number together using both practical and mental methods. To develop understanding that addition is commutative and can be done in any order but the numbers in a subtraction number sentence cannot. Begin to understand the relationship of inverse and use this to problem solve and answer reasoning questions.	Begin to multiply and divide 2 digit numbers by 1 digit and understand how to use arrays to solve number sentences. To understand that the numbers in a multiplication number sentence can be done in any order but the numbers in a division number sentence cannot.	Begin to recognise and understand fractions, including equivalent fractions of a shape and of a length. To tell and write the time including both digital and analogue clocks. Develop understanding of money, including adding and subtraction money to problem solve.	To identify and describe both 2D and 3D shapes and compare both 2D and 3D shapes with everyday objects. To use appropriate units of measurement to estimate, measure, order and compare, length, height, weight, and volume.	To order and arrange combinations of mathematical objects in patterns. To describe movement through rotation, position, and direction. To use pictograms, bar graphs and tables to represent information and use this to answer questions.
Science	Explore and describe the basic needs of animals, what they need to survive and how they adapt to their habitats.	Begin to understand that animals, including humans, have offspring that grow into adults and explore this through different life cycles.	No science focus	Explore the use of different materials and investigate their suitability for everyday uses.	Investigate, ask questions, and observe how plants grow in different environments and what they need to survive.	No science focus
History or Geography Focus	Geography locate and name the world's 7 continents	No History or Geography focus.	History Begin to speculate why an event or situation	History Develop chronological knowledge and	Geography Investigate what the Equator, North and South	History Develop interpretation skills by identifying



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<p>If history and geography is being taught in the same half-term there will not be enough time to teach either in depth. Split and put into Autumn 2</p>	<p>and the 5 oceans using atlases.</p>		<p>happened and explain what happened as a result. Compare two versions of a past event during the 17th century through investigating eye witness accounts, photos, artefacts, buildings other secondary sources.</p>	<p>understanding by using timelines, to look at a range of inspirational people during the 19th and 21st centuries and discuss how they are significant in history and the legacy they left.</p> <p>Geography Further develop place knowledge and understand the human and physical geography of a small area of the UK and of a non-European country.</p>	<p>Poles are and how it affects the climates of different countries. Explore which environments are the most suitable for different plants.</p>	<p>differences and similarities between ways of life at different times, i.e how only upper-class citizens could go to the seaside.</p> <p>Geography Compare human and physical features within the two areas of the UK, such as Bradford and Scarborough using geographical vocabulary and a range of maps.</p>
<p>Computing</p>	<p>Understand the importance of keeping safe online.</p> <p>Explore, edit and combine sounds using a software called 2Sequence.</p>	<p>Create a computer program using simple algorithms.</p> <p>Investigate the term 'debugging' and understand the need to test and debug a program repeatedly.</p>	<p>Sort items on the computer using 'Grouping'. Practise and apply copying and pasting totalling tools whilst using spreadsheets.</p>	<p>Use search engines to find information understanding how to use key words.</p>	<p>Capture digital images using cameras and use editing tools to enhance the images created.</p>	<p>Use a variety of paint tools to explore different styles of art (impressionist, pointillist, patterns).</p>
<p>Art or Design Technology Focus</p>	<p>Art Shape and form 3D models, from direct observation and use a range of materials.</p>	<p>Art Express personal ideas through designs and create a project using a range of media and materials.</p>	<p>DT Plan and create a model using mechanisms by following a design criteria and evaluate the final piece.</p>		<p>Art Explore colour through various types of media such as; painting, ink, crayons and pastels and investigate tone, layering and mixing media.</p>	<p>DT Build a structure by exploring how they can be made stronger, stiffer and stable, depending on the materials used.</p>
<p>Religious Education</p>	<p>To study moral codes from Christianity, Judaism, Islam and also looking at non-</p>	<p>To develop an understanding of the importance of prayer</p>	<p>To study initiation rites including infant baptism and the aqiqah and be aware that there are</p>	<p>To reflect on the importance of Jesus' teachings for Christians today by</p>	<p>To learn about the views of different religions/beliefs regarding the origins of the world and to consider the ways in which religious and non-</p>	



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	religious stories and how these exemplify some guidelines for life.	to those who belong to that religion. To be able to develop my questioning about belief.	other rituals and ceremonies including within non-religious ceremonies.	learning about some stories, particularly about how Jesus healed and cared for people, and how he wanted others to live.	religious individuals and organisations show care and concern for the planet.	
Physical Education	<p>Focus 1-Gymnastic Developing co-ordination, balance, fluency, speed and control by side stepping, galloping, hopping and skipping using a variety of floor patterns.</p> <p>Focus 2-Gymnastic To use small bases of support (knees, hands, elbows, feet) and patches (bottom, stomach, side, legs) to control and support good posture and balance using a variety of apparatus.</p>	<p>Focus 1-Gymnastics To explore body shapes using a variety of floor and standing shapes. To explore different ways of moving between them such as hopping and stepping patterns.</p> <p>Focus 2-Gymnastics To practice a variety of jumping and landing techniques maintaining balance throughout using a low beam.</p>	<p>Focus 1-Gymnastic To maintain balance on a line, lifting heel to bottom, knees up and with heel to toe landing. To develop this further using a low beam throwing and catching a ball using a variety of techniques.</p> <p>Focus 2-Games To practice a variety of hitting and throwing skills and apply techniques shown to progress to playing competitive and cooperative games.</p>	<p>Focus 1-Games To maintain control of a ball using rolling techniques across the floor and using my body. To work with a partner, maintaining balance throughout and developing this further using leaning back strategies.</p> <p>Focus 2-Games To practice a variety of hitting and throwing skills and apply techniques shown to progress to playing competitive and cooperative games.</p>	<p>Focus 1- To practise and develop a variety of jumping techniques using good body tension and clear shapes during shape phase.</p> <p>Focus 2-Games To practice a variety of rolling techniques with a partner progressing into throwing and catching. To learn how to quickly react and catch a ball which has been dropped.</p>	<p>Focus 1-Games Develop a range of running, jumping, and throwing techniques and to use these to progress to play competitive and cooperative games</p> <p>Focus 2-Gymnastic To explore a variety of ways to maintain my balance using a number of body positions and transferring different equipment on and off different parts of my body.</p>
Music	Develop singing and performing by memorising a song and performing it as part of a group selecting appropriate instrument and sounds to create an effect.	Identify different instruments used in a piece of music and recognise fast and slow tempos.	Take part in singing and follow instructions on how and when to sing or play an instrument and perform in a group to an audience.	Create short, musical patterns and choose and control sounds to create different moods and effects.	Use invented or real symbols to invent and record simple rhythm patterns.	Copy and play rhythms in time with others and improve own work.
Personal Social Health Education	To understand different relationships, a range of feelings and how to build resilience	To discuss the people that are special and explain why they are special.	To understand what being safe means in different contexts. How to keep others safe and	To understand what rights and responsibilities and	To keep physically and mentally healthy and create strategies to	To recognise that relationships and feelings can change during different stages



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	<p>in a variety of situations. To recognise what bullying is, how to deal with it and develop strategies to help myself and others.</p>	<p>To recognise how a person's behaviour can impact others and use strategies when dealing with common situations.</p>	<p>the importance of understanding who to trust.</p>	<p>how they change in different situations. To develop awareness of the importance of money, how to save and which items in life are essential, i.e shelter, food and clothing.</p>	<p>promote positive mental health. To recognise that hygiene is important and describe simple hygiene routines such as hand washing. Develop understanding that routines are important for health such as exercise and sleep.</p>	<p>in life. To understand what privacy means, such as keeping personal belongings safe.</p>
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