



## Year Two Long Term Plan 2021 - 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RFPS School Values</b>	<b>Collaboration</b> Can I solve challenges and investigations in a group?	<b>Endeavor</b> Do I enjoy challenging myself?	<b>Kindness</b> Can I stop any actions which might lead to bullying?	<b>Resilience</b> How can I use my problem solving skills?	<b>Respect</b> Do I always use good manners and follow the school rules?	<b>Curiosity</b> What can I invent?
<b>Topics</b>	Wriggle and Crawl	Towers, Tunnels and Turrets	Coastlines	Street Detectives	The Scented Garden	Magnificent Monarchs
<b>Memorable Experience</b>	Minibeast hunt	Finding out about daily castle	Alternative coastal visit	Becoming street detectives	Garden centre visit	Timeline cut outs
<b>Innovate and Express</b>	Minibeast lifecycle animation	Building a safe fortress to protect the Three Little Pigs	Design a coastal town	Local area walk	Plant hunt	Create a monarch board game
<b>English</b> <i>Power of Reading</i>	Power of reading text: <b>Here we are Adventures of Eggbox Dragon</b>	Power of reading text: <b>Rapunzel</b>	Power of reading text: <b>How to find Gold</b>	Power of reading text: <b>Claude in the city</b>  World Book Day	Power of reading text: <b>Zeraffa Giraffa</b>	Power of reading text: <b>Anna Hibiscus</b>
Alongside English lessons, our Year 2 pupils have additional lessons in Guided Reading, Handwriting, Spelling and Read Write Inc. (our daily phonics lesson)						
<b>Maths</b> <i>White Rose</i>	<b>Number:</b> Place Value (within 100)  <b>Number:</b> Addition and Subtraction	<b>Measurement:</b> Money  <b>Measurement:</b> Time	<b>Number:</b> Multiplication and Division  <b>Statistics</b>	<b>Geometry:</b> Shape  <b>Number:</b> Fractions	<b>Measurement:</b> Length and Height  <b>Geometry:</b> Position and direction	<b>Measurement:</b> Mass, Capacity and Temperature
<b>Science</b>	<b>Living things and their habitats</b>	<b>Living things and their habitats</b>	<b>Animals including Humans</b>	<b>Everyday Materials</b>  British Science Week	<b>Plants</b>	<b>Humans</b>
<b>Science Investigations</b>	Do snails have noses?	Where do worms live?	What is the lifecycle of a ladybird?	Will it degrade?	How does grass grow?	Why should I exercise?

<b>Computing</b> <i>iCompute scheme</i>	<b>iProgram</b> Creating simple animations	<b>iPublishing</b> Creating interactive	<b>iSafe</b> Blog Writing and responding using Blogs  <b>E-safety Day</b>	<b>iSearch</b> Using the web to find things out	<b>iAnimate</b> Introduction to animation	<b>iDo Mail</b> Introduction to Email
<b>History</b> <i>Cornerstones</i>	<b>Black History Month</b>	<b>Bonfire Night Remembrance Day</b>  Learn about events beyond living memory that are significant nationally or globally.  Learn about the lives of significant individuals in the past: <b>Isambard Brunel</b>	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.  Learn about the lives of significant individuals in the past: <b>Captain James Cook</b>	Learn about significant historical events, people and places in their <b>own locality</b> .  Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  <b>International Women's Day</b>		Learn about the <b>English and British Monarchs</b> which are beyond living memory that are significant nationally or globally.  Learn about events beyond living memory by creating a <b>sovereign timeline</b>  Learn about the lives of significant individuals in the past: <b>Alfred the Great, Henry VIII, Elizabeth I, Queen Victoria</b>  Learn about events beyond living memory: <b>William the Conqueror</b>  Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
<b>Geography</b> <i>Cornerstones</i>	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Use maps and aerial photographs to recognise landmarks including <b>towers from around the world</b> .  Use <b>geographical vocabulary</b> to refer to key human features when	<b>Name and locate the world's seven continents and five oceans.</b>  Name, locate and identify characteristics of the four countries and capital cities	<b>Simple fieldwork</b> to study the key human and physical features in our surrounding area.  Understand that key human and physical	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Develop contextual knowledge of the location of globally significant places and defining physical and human characteristics and how these provide a geographical context for

	<p><b>Simple fieldwork</b> to study the key human and physical features in our surrounding area.</p> <p><b>European Languages Day</b></p>	<p>exploring <b>world famous tunnels and bridges in the area.</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. <b>(China)</b></p>	<p>of the UK and its surrounding seas.</p> <p>Drawing, using and making maps using atlases and globes.</p> <p>Using simple compass directions and locational and directional language to describe the location of features on a map.</p>	<p>features change over time and support the local area in preventing this.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. <b>(Brazil)</b></p> <p><b>Simple fieldwork</b> to study the key human and physical features in our surrounding area.</p> <p><b>World Ocean Day</b></p>	<p>understanding the actions of processes.</p>
<b>Art &amp; Design</b>	<p><b><u>Sculpture Focus</u></b> James Morrison</p>		<p><b><u>Printing Focus</u></b> Angie Lewin</p>	<p><b><u>Painting Focus</u></b> Georgia O'keefe</p>	<p><b><u>Drawing Focus</u></b> Vincent Van Gough</p>	<p><b><u>Collage Focus</u></b> Sally Wassink</p>
<b>Design Technology</b>		<p><b><u>Structures</u></b> Castles</p>	<p><b><u>Mechanisms</u></b> Making a boat using wheels and axles</p>		<p><b><u>Food Technology</u></b> Growing a pizza garden</p>	<p><b><u>Textiles</u></b> Templates and joining techniques to make a lavender pillow cases</p>
<p><b>Music</b> <i>Charanga</i></p>	<p><u>Hands, Feet, Heart</u> <b>South African Styles</b></p>	<p><u>Ho, Ho, Ho</u> <b>Christmas, Big Band, Motown, Elvis, Freedom Speech</b></p>	<p><u>I Wanna Play in a Band</u> <b>Rock</b></p>	<p><u>Zootime</u> <b>Reggae</b></p>	<p><u>Friendship Song</u> <b>Pop</b></p>	<p><u>Reflect, Rewind, Replay</u> <b>Western Classical Musical</b></p>
<p><b>RE</b> <i>Discovery RE</i></p>	<p><b><u>Christianity:</u></b> <b>What did Jesus teach?</b> <i>Is it possible to be kind all of the time?</i></p>	<p><b><u>Christianity:</u></b> <b>The Christmas Story</b> <i>Why do Christians believe God gave Jesus to the world?</i></p>	<p><b><u>Islam:</u></b> <b>Prayer at home</b> <i>Does praying at regular intervals everyday help a Muslim in their everyday life?</i></p>	<p><b><u>Christianity:</u></b> <b>Easter – The Resurrection story</b> <i>How important is it to Christians that Jesus came back to life after his crucifixion?</i></p>	<p><b><u>Islam:</u></b> <b>Community and Belonging</b> <i>Does going the Mosque give Muslims a sense of belonging?</i></p>	<p><b><u>Islam:</u></b> <b>Hajj</b> <i>Does completing Hajj make a Muslim a better person?</i></p>
<p><b>PSHE</b> <i>Jigsaw &amp; Protective Behaviours</i></p>	<p><b><u>Being Me in My World:</u></b> Hopes and fears. Rights and responsibilities. Rewards and consequences. Working well with others.</p>	<p><b><u>Celebrating Differences:</u></b> Gender equality. How to help if someone is being bullied. Standing up for ourselves. Gender diversity.</p> <p><b><u>Protective Behaviours</u></b></p>	<p><b><u>Dreams and Goals:</u></b> Goals to success. Persevering. Learning with others. Positive attitudes. Supporting others. Celebrating our achievements.</p>	<p><b><u>Healthy Me:</u></b> Being healthy. Being relaxed. Medicine safety. Healthy eating.</p>	<p><b><u>Relationships:</u></b> Families. Keeping Safe. Friends and conflicts. Secrets. Trust and appreciation.</p>	<p><b><u>Changing Me:</u></b> Life cycles in nature. Growing from young to old. Bodies of boys and girls. Assertiveness.</p>

<b>PE</b> <i>Specialist PE teaching &amp; Get Set for PE</i>	<b>Fundamental Skills</b>  <b>Team Building</b>	<b>Dance</b>  <b>Ball Skills</b>	<b>Gymnastics</b>  <b>Target Games</b>	<b>Invasion Skills</b>  <b>Net and Wall Games</b>	<b>Athletics</b>  <b>Striking and Fielding</b>	<b>Fitness</b>  <b>Yoga</b> <i>Sports Day</i>
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