# Year 2 Long Term Plan 2021/2022   G Amison

| | Autumn 1<br>8 weeks | | | Autumn 2<br>7 weeks | | | Spring 1<br>7 weeks | | | Spring 2<br>6 weeks | | | Summer 1<br>5 weeks | | Summer 2<br>7 weeks | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Topic** | Why was the fire of London so great? | | | Where in the world are we? | | | Who would you rather meet – David Attenborough or Steve Irwin? | | | Would a meerkat like to live in London? | | | | | Would you like to have been a Victorian child? | | | |
| **Author focus** | Paul Fleischman<br>The matchbox diary | | | Arnold Lobel<br>Frog and toad together | | | Roald Dahl<br>Fantastic Mr Fox | | | Roald Dahl<br>The giraffe, the Pelly and me<br>Esiotrot | | | Shannon & Dean Hale<br>The princess in black | | Dick King Smith<br>The hedgehog | | | |
| **Texts** | The Baker's boy & the great fire of London<br><br>Supporting texts:<br>Charlie and the great fire<br>Toby and the great fire | | | The Tunnel<br><br>Supporting texts:<br>Into the forest<br>Voices in the park<br>Anthony Brown collection (for guided reading) | | | The three little wolves and the big bad pig<br><br>Supporting texts: Wolves, Emily Gravett<br><br>Who is afraid of the big bad book?<br>Mr Wolf's pancakes<br>Guess who's coming for dinner<br>Greedy fox, Pie Corbett | | | Spring 2 Meerkat Mail<br>Summer 1 Lost and found<br><br><br>Supporting texts:<br>Lila and the secret of rain<br>The Rainbow Bear<br>The bear and the piano | | | | | Grandad's island<br><br>Supporting texts:<br>The way back home<br>Oliver Jeffers series (for guided reading)<br><br>The chimney child<br>Oliver Twist | | | |
| **English Genres** | **Non-fiction**<br><br>Non Chronological report | **Fiction**<br><br>Journey tale<br><br>Settings | **Poetry**<br><br>Free verse | **Fiction**<br><br>Warning/wishing tale<br><br>Characterisation | **Non-fiction**<br><br>Instructions | **Poetry**<br>Shape poems | **Non-fiction**<br>Recount | **Fiction**<br>Traditional/beating the monster tale<br><br>Openings & endings | **Poetry**<br><br>Alliteration and onomatopoeias | **Non-fiction**<br>Journey tale<br><br>Problem/resolution | **Fiction**<br>Diary | **Poetry**<br>Poems to recite and share | **Non-fiction**<br>Letter | **Fiction**<br>Wishing tale<br><br>Dialogue | **Poetry**<br><br>Poems to recite and share | **Non-fiction**<br>Non chronological report | **Fiction**<br>Fantasy tale<br><br>Descriptions (people, places, objects)<br><br>Settings, character, openings & endings, problem & resolution, dialogue | **Poetry**<br><br>Free verse |
| **Big write opportunities or assessment pieces** | Instructions – how to make bread<br>Diary – faction recount as a character<br>Newspaper article – about the GFoL<br>Letter in role – to Samuel Pepys<br>Retelling the story with a new character | | | Letter – to …<br><br>Setting/character descriptions<br><br>Story writing | | | Diary – as character<br><br>Retell of part of the story in role<br><br>Write own story<br><br>Non chronological report | | | Instructions – how to care for an animal<br><br>Diary – as the penguin/bear<br><br>Non chronological report<br><br>Write own story | | | Recount – Retelling the story from a character's point of view<br><br>Story writing | | Adventure story based on Grandad's Island<br><br><br>Persuasive writing | | | |

# Year 2 Long Term Plan 2021/2022   G Amison

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Writing assessment piece:**<br><br>Letter | **Writing assessment piece:**<br><br>Story | **Writing assessment piece:**<br><br>Diary / letter | **SATS Writing assessment pieces:**<br>Story<br>Non-chronological report<br>Recount as a character | Newspaper report<br>**SATS Writing assessment pieces:**<br>Diary<br>Letter<br>Story | **Writing assessment piece:**<br><br>Story |
| **Guided Reading whole class** | Fiction: Vlad and the Great fire of London<br><br>Non-fiction: fires, staying safe<br><br>Poetry: free verse | Fiction: Leon and the places between<br><br>Non-fiction: Here we are, Oliver Jeffers<br><br>Poetry:  shape poems | Fiction: Good little wolf, the last wolf<br><br>Non-fiction: wolves/ animals<br><br>Fiction: The last wolf | Fiction: The bear and the piano<br><br>Poetry/rhyming story: The ugly five<br><br>Non-fiction:  bears/ animals | Fiction: The slightly annoying elephant<br><br>Fiction: Little Beauty, Anthony Browne<br><br>Non-fiction: Elephants | Fiction: The chimney child<br><br>Non Fiction about Victorians<br><br>Fiction: Charlie Chimney |
| **Maths** | White Rose & NCETM<br><br>Number & place value<br>Addition & subtraction<br>Money | White Rose & NCETM<br><br>Money<br>,Multiplication & division | White Rose & NCETM<br><br>Number & Place value<br>4 operations<br>Geometry: properties of shape<br>Fractions<br>Statistics | White Rose & NCETM<br><br>Position & direction<br>Length & height<br>Time<br>Mass, capacity & temperature | White Rose & NCETM<br><br>Problem solving & efficient methods<br><br>SATs | White Rose & NCETM<br><br>SATs<br><br>TAF Evidence |
| **Science** | Chemistry - Everyday materials<br><br>*What materials do we see and use every day?*<br><br>- Identify different materials<br>- Name everyday materials<br>- Properties of materials<br>- Compare the use of different materials | | Biology - Animals including humans<br><br>*What does an animal and human need to survive?*<br><br>- Animal reproduction<br>- Healthy living<br>- Basic needs<br>- Know the basic stages in a life cycle for animals (including humans) | Biology - Living things and their habitats<br><br>*Would a meerkat like to live in London?*<br><br>- Alive or dead<br>- Habitats<br>- Adaptations<br>- Food chains<br>- Classify things by living, dead or never alive | | Biology – Plants<br><br>*What does a plant need to grow healthy and strong?*<br><br>- Plant and seed growth<br>- Plant reproduction<br>- Keeping plants healthy<br>- Know what plants need in order to grow and stay healthy (water, light & suitable temperature) |

| | | | | | |
|---|---|---|---|---|---|
| | - Compare movement on different surfaces<br>- Know how materials can be changed by squashing, bending, twisting and stretching<br>- Know why a material might or might not be used for a specific job<br><br>**Science writing piece:** Information leaflet about materials properties<br><br>**Experiment: Help the vet – absorbency** | | - Know why exercise, a balanced diet and good hygiene are important for humans<br><br>**Science writing piece:** Letter as a penguin (to humans) explaining where they live, what they eat, etc.<br><br>**Experiment: Blubber glove investigation** | - Know how a specific habitat provides the basic needs of living things there (plants & animals)<br>- Match living things to their habitat<br>- Name some different sources of food for animals<br>- Know about and explain a simple food chain<br><br>**Science writing piece:**<br>Spring 1: Non chronological report about wildlife<br>Spring 2: Non chronological report about habitats<br><br>**Experiment:**<br>**Spring 2: A hotel fit for some bugs** | **Science writing piece:** Diary of a plant Instructions to look after a plant<br><br>**Experiment: Grow Experiment (BBC Terrific Scientific)** |
| **History** | **Events beyond living memory that are significant nationally or globally – the great fire of London**<br><br>- Know about an event or events that happened long ago, even before their grandparents were born<br>- Know what we use today instead of a number of older given artefacts | - Know about a famous person from outside the UK and explain why they are famous (Extra) (Amelia Earhart – first lady to fly solo across the Atlantic ocean) | **Lives of significant individuals** in the past who have contributed to national and international achievements (comparing David Attenborough & Steve Irwin)<br><br>- Know about a famous person from outside the UK and explain why they are famous | | **Local history – significant historical events, people and places in their own locality**<br>*Reg Mitch, mines, canals, pot banks*<br><br>- Know how the local area is different to the way it used to be a long time ago<br><br>- Differentiate between things that were here 100 years ago and things that were not (including buildings, toys, tools, etc.)<br><br>- Know that children's lives today are different to those of children a long time ago<br><br>*- Know what we use today instead of a number of older given artefacts (extra)* |
| **Geography** | | **Locational knowledge**<br>- Know the names of and locate the seven continents of the worlds | | **Place knowledge**<br>- Know the main differences between a place in England and that of | | **Human and Physical geography**<br>- Explain some of the advantages and disadvantages of living in a city or village. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | - Know the names of and locate the five oceans of the world<br>- Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland<br><br>**Skills & fieldwork:**<br>- Know and use the terminology: left and right; below, next to | | a small place in a non-European country (Compare Africa with London)<br>(Compare Antarctica with London if we have time)<br>Penguin + Antarctica<br>Meerkat + Africa)<br><br>**Human and physical Geography**<br>- Identify the following physical features: mountain, lake, river, island, valley, river, cliff, forest and beach | | |
| **Online Safety** | Self-image & identity<br>*How identify online can be different to in person, issues online that make us feel sad, worried/uncomfortable/frightened* | Managing online information<br>*Using key words in search engines, navigating a simple webpage, voice activated searching, true/made up information, why information online might not be true* | Online relationships<br>*Using the internet to communicate with people I don't know well, examples of ways to communicate online* | Online reputation<br>*Information online can last a long time, who to talk to if you make a mistake/put the wrong thing online* | Online bullying<br>*Examples of bullying behaviour online, understand how bullying can make someone feel, getting help*<br><br>Health, wellbeing lifestyle | Copyright & ownership<br>*Why other people's work belongs to them, understand that content on the internet may belong to other people*<br><br>Privacy and security<br>*Sharing information online, keeping information private, passwords, devices in my home* |

| | | | | | *Using technology in different settings* | |
|---|---|---|---|---|---|---|
| | Refer to 'Purple Mash & Education for a connected world' document to see where these objectives are covered https://static.purplemash.com/mashcontent/applications/purplemash_in_england/PM_Education_for_a_connected_world/Education%20for%20a%20connected%20world%202020.pdf | | | | | |
| **Computing** | Coding | Spreadsheets | Questioning | Effective researching Creating pictures | Making music | Presenting videos |
| **Art** | **Drawing** - Choose and use three different grades of pencil when drawing - Know how to use charcoal, pencil and pastel to create art - Know how to use a viewfinder to focus on a specific part of an artefact before drawing it  Aut 1 artist: John Virtue – paintings of London Aut 1 project: Draw a London landscape – sketch and charcoal  Aut 2 artist: Flags of the UK Aut 2 project: Sketch own flag with own patterns and use pastels | | **Use colour, pattern, texture, line, form, space and shape** - Know how to mix paint to create all the secondary colours - Know how to create brown with paint - Know how to create tints with paint by adding white and know how to create tones with paint by adding black  Spr 1 artist: Leo Sewell – animal sculptures using materials Spr 1 project: Collage in the style of Leo Sewell  Spr 2 artist: Van Gogh – seascapes Spr 2 project: Seascape painting in the style of Van Gogh | | **Using materials** - Know how to create a printed piece of art by pressing, rolling, rubbing and stamping - Know how to make a clay pot and know how to join two clay finger pots together (covered in Autumn 2 DT topic) - Know how to use different effects within an IT paint package  Summer artist: William Morris – pottery & painting Sum 1 project: Design pottery patterns in the style of William Morris  Sum 2 project: Use paint package to design and create images in the style of William Morris | |
| | Running throughout – **Range of artists** - Suggest how artists have used colour, pattern and shape - Know how to create a piece of art in response to the work of another artist | | | | | |
| **Design & technology** | Bread baking – food tech | Clay pottery | Sculpture of an animal | Make a meerkat enclosure/home | | Vegetable / fruit kebabs – what makes us healthy that we grow? – food tech |
| | **Food technology** - Weigh ingredients to use in a recipe - Describe the ingredients used when making a dish or cake | All projects to follow this sequence: Design → make → evaluate **Designing:** - Think of an idea and plan what to do next - Explain why they have chosen specific textiles **Making** - Choose tools and materials and explain why they have chosen them - Join materials and components in different ways - Measure materials to use in a model or structure **Evaluating** - Explain what went well; with their work | | | | **Food technology** - Weigh ingredients to use in a recipe - Describe the ingredients used when making a dish or cake |

|  | | | Technical Knowledge<br>- Make a model stronger and more stable<br>- Use wheels and axels, when appropriate to do so | | | |
|---|---|---|---|---|---|---|
| **RE** | Caring for the natural world | Christian Nativity story<br>Valuing new life | Worship and ceremonies | Belonging to a group | Storytelling through sacred writing | Showing kindness and goodness |
| **PHRSE** | Relationships<br><br>What makes a good friend? | Relationships<br><br>What is bullying? | Living in the wider world<br><br>What jobs do people do? | Health and well being<br><br>What helps us to stay safe? | Health and well being<br>What can help us grow and stay healthy? | Health and well being<br><br>How do we recongise our feelings? |
| **Music** | Charanga Music scheme<br>Hands, feet, heart | Charanga Music scheme<br>Ho Ho Ho | Charanga Music scheme<br>I wanna play in a band | Charanga Music scheme<br>Zootime | Charanga Music scheme Friendship song | Charanga Music scheme<br>Reflect, rewind, and replay |
| **PE** | ASM<br>Dance | | ASM<br>Gymnastics | | ASM<br>Invasion and games | |
| **Educational visits and visitors** | Fire brigade visit to school | | Chester zoo | Zoo Lab<br>Peak Wildlife Park – meerkats there! | | Garden Centre<br>Hanley Museum?<br>Quarry Bank Mill |
| **Key Dates** | | Nativity | | Mother's Day<br>Easter | | Sports day<br>Transition |