

## Lionel Walden Primary School: Long Term Plan – Year 2

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life skills and learning behaviours	Values			Ready, Respectful and Safe			
	Wider Experience		Church Carol Concert Remembrance Day	Internet Safety Week Anti-Bullying Week Healthy Week	World Book Day Science Week	International Week King's Coronation	Life Education Bus
	PSHE/RSE	Rights, Rules and Responsibilities	Anti-Bullying	Healthy Lifestyles	Managing Risks	Me and My Emotions	Managing Change
Languages	English Key Texts	Little Red Reading Hood -Narrative  Malala's Magic Pencil -Biography	Neil Armstrong -Recount  Meerkat Christmas -Non-fiction postcard	The Day the Crayons Quit -Persuasive fiction letter  The Great Fire of London -Non-fiction diary	Big Cats -Non-chronological report  George's Marvellous Medicine -Fictional instructions	Plants -Information texts  George and the Dragon -Narrative legend	Pirates -Non-fiction non-chronological report  Desk Diddler -Fictional poetry
	Writing Outcomes	Writing to entertain – narrative Writing to inform – biography	Writing to inform – recount  Writing to inform – postcard	Writing to persuade – letter  Writing to inform – diary	Writing to inform – non-chronological report  Writing to inform – instructions	Writing to inform – information text  Writing to entertain – narrative legend	Writing to inform – non-chronological report  Writing to entertain – poetry
STEM	Maths	Numbers to 100 Addition and subtraction	Addition and subtraction  Properties of shape	Money Multiplication and division	Multiplication and division Length and height Mass, capacity and temperature	Statistics Fractions	Position and direction Time Problem Solving
	Science	Living Things (Biology) – What does it mean to be alive?  Explore and compare the difference between things that are living, dead and things that have never been alive.	Materials (Chemistry) – Can we change materials? How do we choose the best material?  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Animals Including Humans (Biology)- How and why do we grow and change?  Recognise that animals, including humans, have offspring which grow into adults  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Plants (Biology) – What do plants need to grow?  Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and warmth to grow and stay healthy.	Habitats –Animals (Biology) Why do different animals live in different places?  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  Identify and name a variety of plants and animals in their habitats, including micro habitats.  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.	
	DT	Moving Pictures: Traditional Tales		Fabric Bunting		Pirate Paddy's Packed Lunch	

	<b>Computing</b>	Keeping safe online			Technology Around Us	
<b>Humanities</b>	<b>Geography</b>	Continents and Oceans Understand where I am in the world Locate on a map the seven continents and the oceans that link them Describe where the different continents are located using language such as north, west, near to, to the left of etc. Spot the physical and human features of a continent		Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	<b>Contrasting Locality: Mugurameno, a Zambian village</b> Locate Africa and Zambia and explore the physical and human features of the area Ask questions about what you would like to know about the village of Mugurameno Compare how the people of the village use the River Zambezi and how we use rivers in the UK Find out about food and how it is prepared Explain how people of the village protect themselves from the weather and wild animals Imagine what a daily life might be like by looking at pictures and information texts	
	<b>History</b>	Significant Explorers NC Obj: 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		Flour and Flames NC Obj: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Castaway	
	<b>RE</b>	The Family in Christianity	Places in Religion	Festivals and Celebrations	People in Sikhism	People in Buddhism
By the end of KS1 children should be able to learn about religion and belief by: <ul style="list-style-type: none"> <li>Naming the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.</li> <li>Retelling some of the religious and moral stories from the bible and at least one other religious text or special books.</li> <li>Beginning to understand what it looks like to be a person of faith.</li> <li>Beginning to use key words and vocabulary related to Christianity and at least one other religion.</li> </ul> and to learn from religion and belief by: <ul style="list-style-type: none"> <li>Talking about and find meanings behind different beliefs and practices.</li> <li>Suggesting meanings of some religious and moral stories.</li> <li>Asking and responding to questions about what individuals and faith communities do.</li> <li>Expressing their own ideas, opinions and talk about their work creatively using a range of different medium.</li> </ul>						
<b>Creative Arts</b>	Art & Design	Wassily Kandinsky as an Artist Study -Use a range of materials creatively to design and make products.		Paul Klee as an Artist Study -Use drawing, painting, and sculpture to develop and share their ideas,	J.M.W. Turner as an Artist Study -Develop a wide range of art and design techniques in colour, pattern, texture, line, shape, form and space.	
	Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes (Christmas and Harvest songs)		Use tuned and untuned instruments expressively	Experiments with, create, select and combine sounds using the interrelated dimensions of music	
<b>Sports</b>	PE & Games	Dance – cold places Playground games	Circus skills Playground games (teams)	Dance – Great Fire of London All skills (control and passing)	Gymnastics – movement Ball skills throwing and catching	Gymnastics Rock and Roll Tri-golf Circus skills Ball skills- Bat and Ball