

Year 2 Long term plan: core		Autumn 1 Aesop's Fables	Autumn 2 Flat Stanley	Spring 1 The Big Fuzzy	Spring 2 The BFG	Summer 1 The Secret Garden	Summer 2 Journey
English		Phonics and Spelling and suffixes Punctuation/Sentences verbs Present and past tense Fables Letters and Postcards Classic Poems The Owl and the Pussycat Handwriting	Phonics Spelling And suffixes Punctuation Present and past tense Co-ordination and subordination Stories in a familiar setting Instructions Handwriting	Polar explorers Nouns Adjectives Conjunctions Characters Settings/Themes Story planning for writing Commas Diaries and recounts Information texts Winter poems Handwriting/Spelling Cursive handwriting	Noun phrases Different types of sentences Spelling/suffixes Homophones Contractions Information Texts Poems on a theme Traditional tales with a twist Cursive handwriting	Nouns Adjectives Conjunctions Commas Apostrophes Stories by the same author Letters Recounts Cursive handwriting	Using language for effect/Alliteration Poetic Language Fantasy/Quest Story writing
Maths White rose maths		Number: Place value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division Consolidation		Number: Multiplication and Division Tally charts and pictograms Geometry: Properties of shape Number: Fractions		Measurement: Length and height Geometry: Position and direction Consolidation and problem solving Measurement: Time Measurement: Mass, capacity and Temperature	
Science All terms will include working scientifically: Asking simple questions and	Animals including humans I can describe the basic needs of animals, including humans for survival.	Use of everyday materials find out how the shapes of solid objects made from some materials can be	Living things and their habitats Identify that most living things live in habitats to which they are suited and describe	Living things and their habitats identify and name a variety of plants and animals in their habitats,	Plants I can observe and describe how seeds and bulbs grow into mature plants.	Use of everyday materials identify and compare the suitability of a variety of everyday materials, including wood,	

<p>recognising they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data/</p>	<p>I can understand that animals including humans have offspring that grow into adults.</p>	<p>changed by squashing, bending, twisting and stretching</p>	<p>how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>☑ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>including microhabitats</p> <p>Animals including humans</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>I can investigate what plants need to survive.</p> <p>I can describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>metal, plastic, glass, brick, rock, paper, and cardboard for particular uses.</p>
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Year 2 Long term plan: Foundation	Autumn 1 Aesop's Fables	Autumn 2 Flat Stanley	Spring 1 The Big Fuzzy	Spring 2 The BFG	Summer 1 The Secret Garden	Summer 2 Journey
History Chronological Understanding (CU) Historical enquiry (HE)	Chronological understanding Show an awareness of the past, placing known events in	The Gunpowder plot Historical Enquiry: Shown an understanding of	Polar explorers Significant individuals: Roald Amundsen , Bessie Coleman	Inventors Marie Curie, Garrett Morgan , Roald Dhal George Washington Carver		Pieter Bruegel the Elder and LS Lowry comparing people from the past.

<p>Historical Interpretation (HI)</p> <p>Organisation and communication (OC)</p> <p>Understanding of Events, people and changes (UEPC)</p>	<p>Badger class in chronological order. Use common words and phrases relating to the passing of time and create a class timeline to continue throughout the year.</p>	<p>ways we find our about the past.</p> <p>Learn about the role of Guy Fawkes</p> <p>Historical interpretation: Describe living events beyond living memory.</p> <p>Organisation and communication: Talk, draw and write about the gunpowder plot and its relevance to bonfire night today and speak about how we can find out about the past.</p>	<p>UPEC</p> <p>Understand the key features of time and the significance of the work these explorers did.</p> <p>HI Talk, draw and write about them using historical terms.</p>	<p>CU- Describe where the people studied fit within a chronological timeline and identify similarities and differences between ways of life in different periods.</p> <p>HE-</p> <p>UEPC-learn about his life and look at significant work</p> <p>Describe changes within living memory OC- Talk, draw and write about them. Use historical terms</p>	<p>UEPC Life and times HE-Use sources to identify key information</p> <p>OC- Talk, draw and write about them using historical terms HE- Ask and answer questions from sources to show that we understand key points and how inventions have changed our way of life British Artists Lowry HE and HI- what does it tell us about those times in the cities of Britain?</p>
<p>Geography</p>	<p>Use world maps, atlases, and globes Identify the U.K Know its 4 countries and their capital cities, the seas around it and some of its characteristics.</p>	<p>Identify seasonal and daily weather patterns in the UK and hot and cold areas of the world Name and locate the world's 7 continents and 5 oceans Compare and contrast the human and physical geography of London and Beijing Culture of Chinese New Year celebrations</p>	<p>Know and use simple compass directions Use aerial photos to recognise landmarks and features Devise simple maps Study the local geography of Meadowcroft School Learn basic geographical vocabulary</p>		
<p>Computing</p>	<p>E-safety</p>	<p>Computers</p>	<p>Coding</p>	<p>Using computers</p>	<p>Using computers</p>

	Use technology safely and keep personal information private	Recognise common uses of information technology beyond school	Use logical reasoning to predict the behaviour of simple programs. Create simple programs Create and de-bug simple programs by using logical reasoning to predict the actions instructed by the code Understand that programs execute by following precise and unambiguous instructions		Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use technology purposefully to create digital content comparing the benefits of different programs
Art and Design L – Learning T- Technique	Fahrelnissa Zeid (shapes and pattern) Lubaina Himid	Fernando Casasepere (Chilaen Sculpture)	Van Gogh	Leo Sewell (sculpture)	William Morris	LS Lowry and Pieter Bruegel
	T- exploring mark making with hands and fingers and printing with them. L/T using paint and pencils to record ideas, observations and experiences throughout the year. T- I can try out making different tones using pencils, chalk or charcoal. L – I can try out different activities and make sensible	T- using paint and printing to represent fireworks. T- Making clay poppies- Poppy Field T- I can experiment with basic tools on rigid and flexible materials L/T- using different techniques and materials to create cards and a calendar	L- experimenting with paint to make it light and dark. L- Cold colours/Hot colours T- Printing and creating patterns using everyday objects and techniques of weaving	L-Look at the work of some famous artists Be able to say what they like/dislike and why T- I can develop techniques to join fabrics and apply decorations such as a running or over stitch L- Creating a sculpture based on Leo Sewell work. I can choose the	Nature in art T/ L-look closely at objects and draw what we see Draw flowers and plants that grow in or around the school grounds. T I can try out making different tones using pencils, chalk or charcoal T- I can use different	Collage and layering techniques Exploring art by Lowry and creating collage with his previous works. Creating a piece of work based on Lowry using different materials and painting styles. T- I can develop techniques to join fabrics and apply decorations such

	<p>choices about what to do next.</p> <p>L – Looking at artists from different cultures and times.</p>			<p>right materials to use for my artwork and use them well.</p> <p>Book illustrators bringing characters to life</p>	<p>techniques like carbon printing, relief, press and fabric printing and rubbings</p>	<p>as a running or over stitch</p> <p>T- I can make collages by folding, crumpling and tearing materials</p> <p>L-Look at the work of some famous British artists Be able t say what they like/dislike and why</p>
Design Technology	<p>Cooking: Designing a biscuit</p> <p>Life cycle wheels for an animal using a pivot and window</p> <p>Make: select from and use a range of tools and equipment to perform practical task</p>	<p>Winding mechanisms to tell a story. Design: generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Cooking: STEM Learning: Sledging biscuits – polar explorers</p>	<p>Create your own potion.</p> <p>Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>How will your roly poly move?</p> <p>Evaluate: explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria build structures, exploring how they can be made</p>	<p>Save the egg! Testing suitability of materials and helping Jack to design transportation down the beanstalk for his egg. Design: design purposeful, functional, appealing products for themselves and other users based on design criteria</p>

					stronger, stiffer and more stable	build structures, exploring how they can be made stronger, stiffer and more stable
					explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	
Music	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Use the correct musical language to describe a piece of music</p> <p>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.</p> <p>Learn and perform chants, rhythms, raps and songs. (Assembly, Christmas and end of year performances)</p>	<p>Exploring sounds through inter-related dimensions of music.</p> <ul style="list-style-type: none"> - Explore inter- dimensions through experimenting with voice, body percussion and tuned instruments. - Identify sounds within a soundscape. - Create a soundscape based on a natural disaster - Manipulating instruments to create music suited to stimulus <p>Learn to follow the conductor or band leader.</p>			<p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Listen to music with sustained concentration.</p> <p>Listening to music from different cultures and using different styles and techniques to create a musical piece.</p>	
PSHE and Relationships Education	<p>Class Rules about what rules are, why they are needed, and why different rules are needed</p> <p>New Beginnings Simple hygiene routines</p>	<p>Mental health Recognising emotions and ways they can manage big feelings. Recognise how to seek help if they need it. Change and loss</p>	<p>Keeping Safe about rules and age restrictions that keep us safe</p> <p>that household products (including medicines) can be harmful if not used correctly</p>	<p>Healthy lifestyles (physical well-being) Meaning of healthy. Awareness of different foods that support good health</p>	<p>Communities about the different roles and responsibilities people have in their community Economic well-being: money</p>	<p>Ourselves growing and changing Transition preparing for a new school Economic well-being: and aspirations work and career.</p>

	<p>Ourselves growing and changing about growing and changing from young to old and how people's needs change</p> <p>Keeping safe basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>E-safety</p>		<p>Shared responsibilities</p> <p>how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>Why is sleep important?</p> <p>Drugs, Alcohol and tobacco about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>that people make different choices about how to save and spend money</p> <p>about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>	<p>different jobs that people they know or people who work in the community do</p> <p>about some of the strengths and interests someone might need to do different jobs</p>
RE (Surrey Syllabus)	<p>Is prayer important to everyone?</p> <p>Why is harvest a worldwide celebration?</p>	<p>What does the Christmas story tell Christians about Jesus?</p>	<p>Why do Christians call Jesus Saviour?</p>	<p>Why is Easter important to Christians?</p>	<p>Islam</p> <p>In what ways is the Mosque special to Muslims?</p>	<p>Why is the Bible an important book to Christians?</p> <p>What do Christians believe God is like?</p>
PE	<p>Games</p> <p>Throwing and catching</p>	<p>Games</p> <p>Aiming, hitting and kicking</p>	<p>Gymnastics</p> <p>Parts high and parts low</p>	<p>Gymnastics</p> <p>Turning, spinning and twisting</p>	<p>Games</p> <p>Dribbling, Hitting and kicking</p>	<p>Athletics</p> <p>Running, throwing and jumping</p>

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