

Long term planning 2017-2018

Year 2

| | Term 1 | | Term 2 | | Term 3 | |
|----------------------------|---|---|---|--|--|---|
| Weeks / Theme | Famous Historical People Who can help us? | Great Fire of London How fast can a fire spread? | Africa Should I pack my wellies for Africa? | Pirates and Mermaids Can you catch a mermaid? Can girls be pirates? | The Farm What came first – the chicken or the egg? | Castles, Knights and Dragons Do dragons really exist? |
| Humanities | History/Geography | History/Science | Geography | Science/History | Geography/Science | Geography/History |
| Engage (hook for learning) | Someone who helps us to come in and talk to the children Fieldwork: A walk in our local area | Fireman to visit us in school | Look at a packed suitcase. Where are we going? What will we need? Visit to the Zoo | Pirate display | Visit to the farm | Hold a medieval banquet |
| Suggested texts | Cops and Robbers Happy families series - Ahlbergs The Jolly Postman Watt's Famous People Series: Florence Nightingale BBC bitesize pages | Watt's Great Events Books: The Great Fire of London The Great Fire of London – story Mr Fawkes, the King and the Gunpowder Plot BBC bitesize pages | Mama Panya's pancakes Bringing the Rain to Kapiti Plain Meerkat Mail The Sound Collector (poem) Lila and the Secret of Rain | Poetry silly stuff Weather poems p18 shells Weather poems p56 treasure chest Pirate riddles Pirates love underpants Captain Flynn and the Pirate Dinosaurs | Life cycles Egg to Chicken Life cycles tadpole to frog Stories by Eric Carle The very hungry caterpillar The bad tempered ladybird | The Paper Bag Princess Information texts - What were castles for? Princess Smartypants Story of Saint George and the Dragon How to train your dragon (film/clips) |
| Science | Animals (including humans) Explain the basic needs of animals/humans for survival | Materials Identify and compare the uses of a variety of everyday materials, including wood, plastic, | Materials Describe physical properties of everyday materials to make safari jeeps | Materials Changing and grouping materials Discuss how the shapes of solid objects made from | Animals (including humans) Explain that animals/humans have offspring | Working Scientifically Observing closely using simple equipment Gathering and recording data |

| | | | | | | |
|------------------|---|---|--|--|---|---|
| | <p>Explain the importance of eating the right foods Explain the importance of exercise Explain the importance of hygiene</p> <p>Working Scientifically Asking simple questions and recognising that they can be answered in different ways Performing simple tests Using their observations and ideas to suggest answers to questions Gathering and recording data</p> <p>*Germ spreading experiment *Exercise tests</p> | <p>glass, metal, water, and rock, plastic, paper, cardboard Physical properties of a variety of everyday materials Distinguish between an object and the material it is made from Perform simple tests to compare the properties of different materials.</p> <p>Working Scientifically Identify and classify Asking simple questions and recognising that they can be answered in different ways</p> | <p>Animals (including humans Y1) Identify and classify animals – carnivores, omnivores, herbivores Identify and name common animals that are amphibian, reptiles, mammals Living things and their habitats Living things live in habitats Identify and name a variety of plants and animals they study in a variety of habitats Create a simple food chain, and identify and name different sources of food</p> <p>Working Scientifically Identify and classify</p> | <p>some materials can be changed by squashing, bending, twisting and stretching Perform simple tests to compare the properties of different materials.</p> <p>Working Scientifically Asking simple questions and recognising that they can be answered in different ways Performing simple tests Observing closely using simple equipment Gathering and recording data</p> <p>*Pirate ship experiment</p> | <p>Plants Describe how seeds and bulbs grow into mature plants Describe how plants need water, light and a suitable temperature to grow and stay healthy Living things and their habitats Living things live in habitats (microhabitats too) Create a simple food chain, and identify and name different sources of food</p> <p>Working Scientifically Identify and classify Observing closely using simple equipment Gathering and recording data</p> | <p>Asking simple questions and recognising that they can be answered in different ways Performing simple tests Using their observations and ideas to suggest answers to questions</p> |
| Computing | Miss Francis | Miss Francis | Miss Francis | Miss Francis | Miss Francis | Miss Francis |
| History | <p>Lives of significant individuals in the past e.g. Florence Nightingale, Mary Seacole, Edith Cavell</p> <p>Significant historical events, people and places</p> | <p>Significant events beyond living memory Story of The Great Fire of London Act out scenes, Role play and Hot seat Samuel Pepys</p> | <p>Changes within living memory – examine different forms of transport How would we get to Africa now vs. how would you have travelled</p> | <p>Lives of significant individuals in the past Blackbeard, Anne Bonney female pirate Mary Read</p> | <p>Changes within living memory – examine the differences and similarities between farms from the past and present</p> | <p>Significant events beyond living memory Castles used for protection</p> |

| | | | | | | |
|--|--|--|--|--|---|---|
| | in their own locality – Poplar Street Primary School location then and now | Life in Old London | there in the past? | | | |
| Geography Geographical vocabulary ongoing e.g. Physical features including river, soil, valley Human features including city, town, farm | Who can help us in our local area? What's in our local area? Use simple fieldwork and observations skills to study the geography of school and its surrounding environment. Devise simple maps and keys. Use aerial photographs and plan perspectives to recognise landmarks. Name and locate the four countries and capital cities of the UK | London today and in the past Aerial photos and plan perspectives Name and locate the four countries and capital cities of the UK | Human and physical features of a place. Contrasting Africa, Maasai Mara with our own locality Use of Google Earth What and where is the savannah? How big is Africa? Identify weather patterns in the UK and Africa. Discuss the locations of hot and cold areas in relation to the Equator and the North and South poles. | Map skills NESW compass points Co-ordinates Treasure maps Name and locate on a map the world's oceans Children will use maps and atlases to find seven different continents and five oceans | Children will use maps and atlases to find seven different continents and five oceans Sorting animals according to where they might live. Use globes and atlases to identify the UK and other countries studied | Weather patterns in the UK Identify the countries and capitals of the UK Where are the castles in the UK? Use locational and directional language e.g. near, far, left, right to describe location of features and routes on maps. |
| Art Ongoing – to use a range of materials creatively to design and make products | Giuseppe Arcimboldo - Fruit pictures study work | Pastel drawings of the fire scene Making Christmas decorations | African animal silhouettes African weaving | Marbling inked mermaid tails Shades/tints of blue Colour mixing Shells observational drawing | Van Gogh – Sunflowers Study his work and compare to other artists of the time | Paul Klee – shape castles study work |
| DT | Fruit salad | Joining materials to make houses | Safari buggies/vehicles (jeeps) | Making pirate ships/rafts | Make animal puppets | Designing costumes/shields/coats of arms Make animal puppets |
| Music | Getting to know you songs | London's burning | African sounds, songs | Sea shanties | Nursery rhymes | Medieval music |

| | | | | | | |
|-----------------|--|--|--|--|--|---|
| Follow Charanga | Times table songs Counting songs | Making the sounds of the fire Christmas show songs | and rhythms African drumming/Dance group | A sailor went to sea Rounds A class Desert Island discs | Farm animal songs Old MacDonald | Dances for a medieval banquet |
| PSHE | Listen to other people, and play and work co-operatively Develop a caring attitude towards family, friends and each other | Fire safety What to do in an emergency Valuable possessions- What would you save? | Circle time -We are all different we are all special | Changes Villains and heroes Discuss pirate rules and punishments Ocean pollution death of coral How to deal with feelings of worry and anxiety | RSPCA Care of animals Empathy for others Realise that people and other living things have needs | Transition and moving on |
| RE | How should we care for others, and why does it matter? Important people Should we care for everyone? What do Christians believe about caring for people? What do some religions say about caring for others? What did Jesus say about how to treat others? Golden Rule | St. Pauls Cathedral The Christmas story What do you celebrate and why? What did Jesus teach about God in a story? | What stories are special to us? What is a holy book? How are holy books treated (bible)? | Easter What happened at Easter? How does it make people feel? How do Christians celebrate Easter? What matters most at Easter? | Who was the Prophet Muhammad, and why is he important to Muslims? Which story do Muslims tell about the Prophet Muhammad? What is a mosque, and what happens at a mosque? How and why do Muslims pray and worship at the mosque? Mosques near where we live: what can we find out? What can be learnt from the story of Jonah? What is special about Jonah? | What do Muslims celebrate at Eid-ul-Fitr and ramadan? How are holy books treated (Qur'an)? What can we learn from Muslim holy words? What do we think about God? What makes a place or an object special to us? And to Muslims? |
| PE | PE coaches | PE coaches | PE coaches | PE coaches | PE coaches | PE coaches |