

## Year 2 Long Term Plan 2021-2022

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| <p style="text-align: center;"><b>Autumn 1</b><br/>Colossal Castles</p>   | <p style="text-align: center;"><b>Autumn 2</b><br/>Ocean Meets Sky</p>   | <p style="text-align: center;"><b>Spring 1</b><br/>Beat, Band, Boogie</p>   | <p style="text-align: center;"><b>Spring 2</b><br/>The Scented Garden</p>   | <p style="text-align: center;"><b>Summer 1</b><br/>Wriggle and Crawl</p>    | <p style="text-align: center;"><b>Summer 2</b><br/>Land Ahoy!</p>   |
| <p><b>Super Starter:</b><br/>Meet the author (Kristina Stephenson)</p>   | <p><b>Super Starter:</b><br/>Bring and share Chinese Day.</p>   | <p><b>Super Starter:</b><br/>Marching around the school with instruments</p>   | <p><b>Super Starter:</b><br/>Smell investigation!<br/>Sowing seeds for our herb garden.</p>  | <p><b>Super Starter:</b><br/>Mini-beast hunt around school grounds.</p>  | <p><b>Super Starter:</b><br/>Pirate morning (come dressed as a pirate)</p>   |
| <p><b>Visit/Visitors:</b><br/>Trip to Kenilworth Castle</p>  | <p><b>Visit/Visitors:</b><br/>Grandparents (afternoon tea)<br/>Warwick School Boys (boarders) Mandarin sessions?</p>  | <p><b>Visit/Visitors:</b><br/>Orchestra visit- Warwick School?</p>   | <p><b>Visit/Visitors:</b><br/>Road safety visit</p>  | <p><b>Visit/Visitors:</b><br/>Trip to 'Habitat Survival Trust' near Henley in Arden.</p>   | <p><b>Visit/Visitors:</b><br/>'Waste Wise Kids' presentation in person or on Teams?</p>  |
| <p><b>Fantastic Finish</b><br/>Castle themed dress up day</p>  | <p><b>Fantastic Finish</b><br/>Christmas Celebrations from around the world. Stories, poetry and songs shared with Grandparents?</p>  | <p><b>Fantastic Finish</b><br/>Drumming workshop</p>   | <p><b>Fantastic Finish</b><br/>Spring Production</p>   | <p><b>Fantastic Finish</b><br/>Trip (end of half term)<br/>Butterfly release.</p>  | <p><b>Fantastic Finish</b><br/>End of year Pirate themed picnic and water fight.</p>   |
| <p><b>Key Texts:</b><br/>Fiction: Sir Charlie Stinky Socks And The Really Big Adventure by Kristina Stephenson.<br/>Rapunzel by Bethan Woolvin<br/>Non-Fiction: Range of information texts about castles.<br/>Poetry: Range of poems which feature spells, charms, potions and curses such as the 'Witches' Spell' by William Shakespeare and 'The Wicked Witches' Song' by Clare Bevan.</p> | <p><b>Key Texts:</b><br/>Fiction: Ocean Meets Sky by The Fan Brothers<br/>Traditional Chinese tales/stories?<br/>Non-fiction texts all about China<br/>Poetry: 'If I was a Robot' Bernard Young (Anti-bullying week Christmas themed poems.</p>   | <p><b>Key Texts:</b><br/>Ossiri and the Bala Mengro by Richard O'Neill and Katherine Quarmby<br/><br/>The Adventures of the Dish and the Spoon by Mini Grey<br/><br/>Non fiction linked to The Grand Old Duke of York<br/><br/>Poems by Joseph Coelho</p>  | <p><b>Key Texts:</b><br/>Fiction: The Bee Who Spoke by Al MacCuish<br/>A Midsummer Night's Dream by William Shakespeare<br/>Non-Fiction: texts about plants, flowers and gardening<br/><br/>Poetry: <i>Jack and the Beanstalk</i> by Roald Dahl (Revolting Rhymes)</p> | <p><b>Key Texts:</b><br/>Fiction: What the ladybird heard series by Julia Donaldson<br/>The Bad-tempered Ladybird- Eric Carle<br/>Non-Fiction: Eric Carle- Biography<br/>Mini-beast information texts from<br/>Poetry: Slowly- James Reeves (link to SPaG work on adverbs) and other minibeast poems/songs.</p>  | <p><b>Key Texts:</b><br/>Fiction: The Pirates Next Door by Jonny Duddle<br/>Non-Fiction: Various texts about life as a pirate and about famous pirates in history. Biography-Grace Darling.<br/>Poetry: Percy the Pirate by Colin West and The Owl and the Pussycat by Edward Lear</p> |
| <p><b>Maths:</b><br/>Number: Place value<br/>Number: Addition and Subtraction<br/>Measurement: Money<br/>Number: Multiplication and division<br/><b>Build in consolidation weeks to ensure understanding</b><br/><b>Mini assessment sessions throughout each block to track understanding.</b><br/><b>Maths meetings to recap key themes and consolidate Year 1 learning</b></p>             |   | <p><b>Maths:</b><br/>Number: Multiplication and division<br/>Statistics<br/>Geometry: Properties of Shape<br/>Number: Fractions<br/><b>Continue to monitor any gaps previously identified. Assess against Autumn WR assessment to modify interventions given.</b><br/><b>Use of previous KS1 SATs assessments to identify gaps and focus intervention needed.</b><br/><b>Maths meetings to recap key themes and consolidate Autumn term learning</b></p> |  | <p><b>Maths:</b><br/>Measurement: Length and height<br/>Geometry: Position and direction<br/>Measurement: Time<br/>Measurement: Mass, Capacity and Temperature<br/><b>Continue to monitor any gaps previously identified. Assess using a mixture of questions from KS1 SATs and WR reasoning and problem solving questions.</b><br/><b>Maths meetings to recap key themes and consolidate Spring term learning</b></p> |  |
| <p><b>Science</b><br/><b>Everyday Materials</b> (Types of materials) recap.<br/><b>Uses of Everyday Materials.</b><br/>Investigations:<br/>Linked to structures, castles, bridges</p>  | <p><b>Science</b><br/><b>Everyday Materials and Uses of Everyday Materials cont:</b><br/>Properties (suitability) of materials<br/>Investigations:<br/>Testing properties of materials e.g. which materials are the most waterproof? (Make boats linked to story) and test. How can materials be made waterproof?</p> | <p><b>Science</b><br/>Super Scientists – Working Scientifically</p>  | <p><b>Science</b><br/><b>(British Science Week 11<sup>th</sup> March onwards)</b><br/><b>Plants</b><br/>Investigations:<br/>Conditions for growth (Broad bean in a bag diary)<br/>Planting spring bulbs and observing them grow.</p>                                   | <p><b>Science</b><br/><b>Living things and their habitats</b><br/>-Identify that most living things have a habitat which suits their needs.<br/>-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><b>Science</b><br/><b>Animals</b><br/>-Notice that animals, including humans, have offspring which grow into adults (link to RSE)<br/>-Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>                             |
| <p><b>Geography:</b><br/>Investigating the best place to build a castle.<br/>Local geography- where is Warwick/ Kenilworth in</p>  | <p><b>Geography:</b><br/>Name and locate the world's 7 continents. Look at the continent of Asia and locate China.</p>  | <p><b>Geography:</b><br/>Linked to the story/history of the 'Grand Old Duke of York'.</p>  | <p><b>Geography:</b><br/>Rainforest flora - Find out about plants and flowers that grow in a</p>   | <p><b>Geography:</b><br/><b>(Street Detectives) Local knowledge:</b></p>   | <p><b>Geography:</b><br/>Name, locate and identify characteristics of</p>  |

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| UK? (map work) Why were castles built in Warwick and Kenilworth?   | Geography of China. Compare/contrast to UK.   | Human geography skills – focus on Liverpool (linked to the Beatles)<br><br>Map skills – sound map of the school environment.   | non-European location, such as the Brazilian rainforest.  | Name, locate and identify characteristics of the four countries and capital cities of the <b>United Kingdom</b> and its surrounding seas. Locate: Warwickshire large cities close to us, local towns, <b>Human Geography: Geographical vocabulary</b> of key human features, Reading, using and making maps <b>Fieldwork linked to Science- exploring and mapping natural habitats.</b> | <b>different countries. Recap continents.</b> Use a <b>world map</b> , atlases and globes to identify different countries. Investigate the Captain Cook's journey. Discuss and describe journeys the children and class adults have been on or might be going on (holidays) |
| <b>History</b><br>Looking at different castle designs throughout history. Comparing/contrasting Warwick/Kenilworth Castles. Identifying/naming features of a castle and their purposes.<br><b>Sig.people:</b><br><b>Elizabeth 1 and Robert Dudley (Earl of Leicester)</b>  | <b>History</b><br>The Terracotta Army ( <b>Emperor Qin Shi Huang</b> )<br><b>Sig. people</b><br><b>Yo-Yo Ma- cello</b>  | <b>History</b><br><b>Sig. person:</b><br><b>Grand Old Duke of York- Frederick.</b><br><br><b>Significant British music band – The Beatles</b><br><br>Use a timeline to explore the history of music player devices | <b>History</b><br><b>Shakespeare Week 21-27<sup>th</sup> March</b><br><b>Sig. people</b><br><b>William Shakespeare</b><br><br>Significant Artists from History – Constable, Manet, Money, Renoir, Klimt   | <b>History</b><br><b>(Street Detectives) Local History Study</b><br>Looking at how the local area has changed over time. The history of Leamington Spa, focus on the Pump Rooms. Victorians   | <b>History</b><br>Research about life as a pirate/explorer. Find out information about famous pirates. Learn about the life of an explorer.<br><b>Sig People: Captain James Cook</b><br><b>Grace Darling</b>  |
| <b>Art</b><br>Design/Create a family coat of arms (textiles)<br><b>Artist:</b><br><b>Paul Klee (Castle and Sun)</b><br>Skill focus:<br>Textiles- simple stitches to join pieces of fabric together<br>Colour mixing- using primary colours to make secondary colours to create their own painting 'Castle and rain/snow' in the style of Paul Klee | <b>Art</b><br>Sculpture:<br>1. Clay- design/make their own soldier for Heathcote's <b>Terracotta Army.</b><br>2. Simple origami (boats)<br>Chinese calligraphy. | <b>Art</b><br>Abstract art:<br><b>Wassily Kandinsky</b><br>Drawing and painting to music/painting sounds. Choose colours, lines, shapes, tools and materials to represent sounds and feelings in a picture.        | <b>Art</b><br>Drawing: Observational drawing/sketching of plants and flowers. Painting: Still life paintings of wild flowers Mixed media collage inspired by Klimt's 'Flower Garden'. Whole class piece.<br><br><b>Artists: John Constable (Flowers in a Glass Vase)1814 French Impressionists' paintings of flowers- Manet, Monet, Renoir Gustav Klimt (Flower Garden)</b> | <b>Art</b><br>Drawing- sketches of minibeasts based on the work of <b>Rosalind Monks</b> (intricate patterns) Painting: Wax/oil pastel resist technique to make backgrounds for mounting sketches.  | <b>Art</b><br>Printing: Investigate pirate/sea-themed motifs and copy examples carefully. Create a printing block (polystyrene tile) to use to make a repeated pattern print on different materials.  |
| <b>D&amp;T</b><br>Design and build a drawbridge for a castle.  | <b>D&amp;T (FOOD)</b><br>Planning, preparing and making simple food for Christmas themed afternoon tea for Grandparents.  | <b>D&amp;T</b><br>Designing and making instruments. Explore the materials and mechanics of musical instruments.  | <b>D&amp;T</b><br>Designing and making simple scenery, props and costume items for MND performance<br><br>Making fragrant products – scented playdough.   | <b>D&amp;T</b><br>Making a mini-beast puppet with moving parts and/or designing and making a bug hotel.   | <b>D&amp;T (FOOD)</b><br>Make food for Pirate picnic. Carefully choose ingredients, prepare and cook. Identify health and safety points, identify hygiene issues.   |
| <b>PE:</b><br>Onside Sports<br><b>Dance-</b><br>To copy and perform simple movements,  | <b>PE:</b><br>Onside Sports<br>Gymnastics   | <b>PE:</b><br>Onside Sports<br>Games (outdoors)<br>Ball skills   | <b>PE:</b><br>Onside Sports<br>Dance<br>Games (outdoors)  | <b>PE:</b><br>Onside Sports<br>Athletics- developing and practising running,  | <b>PE:</b><br>Onside Sports:<br>Athletics – Practising for Sports Day events.   |

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| <p>understand that dance plays an important part in other cultures and throughout history.</p> <p><b>Physical Fun and Games –</b></p> <p>Mrs. Lawson</p> <p>Develop team building skills through simple games, problem solving involving physical challenges, building personal fitness and stamina through different types of exercise, understand the benefits/importance of regular exercise.</p> |   |   | <p>Small sided team games (hockey, football, netball)</p>  | <p>jumping and throwing skills/techniques.</p> <p>Summer Games- Ball skills (Tennis)</p> <p>Develop control and skill of throwing and catching (with a partner, towards a target) Practise striking a ball (from hand and moving).</p>           | <p>Summer Games- (aims of and rules, tactics, team/fair play, working together)</p> <p>Practising: throwing, catching, striking and fielding skills in small sided versions of team games (different types of rounders, cricket) and inventing their own games to teach others.</p>   |
| <p><b>Computing:</b></p> <p>Online Safety</p> <p><b>Main Programs:</b></p> <p>2Respond, Writing templates, display boards.</p> <p>Spreadsheets</p> <p><b>Main Programs:</b></p> <p>2Calculate</p>  | <p><b>Computing:</b></p> <p>Questioning</p> <p><b>Main Programs:</b></p> <p>2Question</p> <p>2Investigate</p> <p>2Calculate</p>   | <p><b>Computing:</b></p> <p>Making Music</p> <p><b>Main Programs:</b></p> <p>2Sequence</p> <p>Effective Searching</p> <p><b>Main Programs:</b></p> <p>Browser, 2Quiz, Writing templates</p>   | <p><b>Computing:</b></p> <p>Coding</p> <p><b>Main Programs:</b></p> <p>2Code</p>   | <p><b>Computing:</b></p> <p>Creating Pictures</p> <p><b>Main Programs:</b></p> <p>2Paint, A Picture, Writing templates</p>   | <p><b>Computing:</b></p> <p>Presenting Ideas:</p> <p><b>Main Programs:</b></p> <p>2Connect, 2Create a story, 2Quiz, Writing template</p>  |
| <p><b>Music:</b></p> <p>Charanga: Hands, Feet, Heart</p> <p><b>Medieval Music/instruments</b></p> <p>Dance of the Knights- Romeo and Juliet No.13</p> <p>Prokofiev</p> <p>Castle on a Cloud from Les Miserables</p>  | <p><b>Music:</b></p> <p>Charanga: Ho, ho, ho (Christmas unit later in half term)</p> <p>The music of Yo-Yo Ma</p> <p>Traditional Chinese music/instrument</p> <p>Orinoco Flow- Enya (link to sailing)</p> <p>Sweet Dreams- Eurhythmics</p> <p>Christmas songs</p> | <p><b>Music:</b></p> <p>Charanga: I wanna play in a band</p> <p>The Young Person's Guide to the Orchestra- Benjamin Britten</p> <p>Radetzky March- Johann Strauss</p> <p>Caribbean Steel Drum Music</p> <p>Nikki Glaspie (The Nth Power, Beyonce's touring drummer) Zildjian</p> <p>Live video- features lots of other instruments</p> <p>Dame Evelyn Glennie (percussionist)</p> | <p><b>Music:</b></p> <p>Charanga: Zoo Time</p> <p>Music/songs for Spring</p> <p>Performance.</p> <p>The Walk: to the Paradise Garden from A Village Romeo and Juliet (Delius)</p> <p>'An English Country Garden'- traditional folk song</p> <p>Midsummer's Night Dream, Mendelssohn- Overture or Wedding March</p> | <p><b>Music:</b></p> <p>Charanga: Friendship Song</p> <p>Flight of the Bumblebee- Nikolai Rimsky-Korsakov</p>  | <p><b>Music:</b></p> <p>Charanga: Reflect, Rewind and Replay.</p> <p>Sea shanties (traditional- What shall we do with the drunken sailor? Sloop John B)</p> <p>The Pirate song (when I was one...)</p> <p>The Sailor's Hornpipe- Peter Edvinsson (and other versions of e.g. Mike Oldfield)</p> <p>The Beachboys- Surfin' the USA</p> <p>He's a Pirate Suite (Pirates of the Caribbean)</p> |
| <p><b>MFL:</b></p> <p>Getting to know you. How many different languages can we speak in our class?</p> <p>Greetings in each language</p> <p>Makaton.</p>   | <p><b>MFL:</b></p> <p>Mandarin: Welcome greetings, counting, zodiac animals</p> <p>Christmas greetings in different languages.</p>  | <p><b>MFL:</b></p> <p>Names of instruments in different languages.</p>  | <p><b>MFL:</b></p> <p>French (link to French artists studied)</p> <p>Colours, garden/woodland words, flower names and simple adjectives</p>  | <p><b>MFL:</b></p> <p>Spanish: Names of minibeasts.</p> <p>Songs- Incy Wincey Spider in Spanish and La Cucaracha</p>   | <p><b>MFL:</b></p>  |
| <p><b>R.E</b></p> <p>What can we learn from sacred books? Christian and Muslim.</p> <p><b>Key celebrations:</b></p> <p>Harvest and Diwali</p>  | <p><b>R.E</b></p> <p>What can we learn from sacred books? Christian and Muslim.</p> <p><b>Key celebrations:</b></p> <p>Christmas and Hanukah</p>  | <p><b>R.E</b></p> <p>Who is Jewish and what do they believe?</p> <p><b>Key celebrations:</b></p> <p>Chinese New Year</p> <p>Shrove Tuesday, Lent</p> <p>Purim- 16<sup>th</sup>/17<sup>th</sup> March</p> <p>Holi 19<sup>th</sup> March</p>  | <p><b>R.E</b></p> <p>Who are Jewish and what do they believe?</p> <p><b>Key celebrations:</b></p> <p>Easter, Passover (15-23<sup>rd</sup> April)</p>   | <p><b>R.E</b></p> <p>How should we care for others and the world and why does it matter?</p> <p><b>Key celebrations:</b></p> <p>Ramadan (2<sup>nd</sup> April- 1<sup>st</sup> May)</p> <p>Eid al Fitr- 2<sup>nd</sup> and 3<sup>rd</sup> May</p> | <p><b>R.E</b></p> <p>How should we care for others and the world and why does it matter?</p>  |
| <p><b>PSHE</b></p> <p>New beginnings</p> <p>-Settling in to a new class/Year group.</p> <p>-Buiding new relationships</p> <p>-Revisiting 'The Colour Monster' to express feelings.</p> <p>-Daily mindfulness</p> <p>- Begin 'Taking Care Project' (Protective Behaviour)</p>   | <p><b>PSHE</b></p> <p>Anti bullying</p> <p><b>Anti-Bullying Week (15-19 Nov) Theme: One Kind Word</b></p> <p>-Protective Behaviour</p> <p>-Daily mindfulness</p> <p>- Yoimoji- Focus on Spiral- Honesty and Lofty- Independence</p>                               | <p><b>PSHE</b></p> <p>Belonging to a community.</p> <p>-Daily mindfulness</p> <p>-Yoimoji- Tuft- enthusiasm, Slurp- Motivation, Glup- Confidence</p> <p>-</p>   | <p><b>PSHE</b></p> <p><b>Healthy Me</b></p> <p>Know what I need to keep my body healthy.</p> <p>Understand how medicines work in my body and how important it is to use them safely</p> <p>Sort foods into the correct food</p>  | <p><b>PSHE</b></p> <p>Good to be me- feeling positive about myself.</p> <p>Growth Mindset.</p> <p>-Daily mindfulness</p> <p>-Yoimoji</p>   | <p><b>PSHE</b></p> <p><b>RSE- My Feelings, Friends and Family 'Mummy's Bump'</b></p> <p>Linked to animals' offspring in Science.</p> <p>-Daily mindfulness</p> <p>- Yoimoji</p> <p>-Transition/ preparing to move on</p>  |

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| Yoimoji- Focus on Wingo-Kindness, Pompom- Brave, Decca- Thoughtful, Whirl-Resilience |      |  | groups and know which foods keep me healthy. Make some healthy snacks. Decide which foods to eat to give me energy. |  |  |
| SMSC<br>What are the wonders of the world?   | SMSC | SMSC<br>How do drums look and sound different in different cultures? | SMSC<br>What do you think makes art good?   | SMSC<br>Introduction to 'Waste Wise Kids'. Link to RE- caring for the world. | SMSC<br>How can we make sure our rubbish doesn't end up in the sea? What can be done to make our seashores/beaches safe and clean? |