



## Year 2 Long Term Planning Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big Question	What makes London special compared to other places in the UK?	What happened during the Great Fire of London?	Why is Conisbrough Castle important to where we live?	What is it like to visit Mexico and how is it different to the UK?	How different was the life of a Victorian child?	How and why were trains important to where we live?
Focus Text	The Tunnel – Anthony Browne The Owl who was Afraid of the Dark – Jill Tomlinson		The Tear Thief – Carol Ann Duffy		George’s Marvellous Medicine – Roald Dahl	
Supporting Texts	Into the Forest – Anthony Browne Gorilla – Anthony Browne Little Red Riding Hood – Traditional Tale		Man on the Moon – John Lewis Advert The Dream Giver – The Literacy Shed BFG – Roald Dahl		The Twits – Roald Dahl	
	<b>Non-Fiction</b> Building a Tunnel Old Mother Shipton’s Cave The Channel Tunnel (SharePoint)	<b>Poetry</b> Little Red Riding Hood and the Wolf – Roald Dahl (Revolting Rhymes)	<b>Non-Fiction</b> The Moon: Exploring Space – Epic My Feelings – Epic	<b>Poetry</b> Twinkle, Twinkle, Little Star – Jane Taylor	<b>Poetry</b> On the Ning Nang Nong – Spike Milligan Macbeth: The Witches’ Spell (SharePoint)	
Story Time, Lights Down	Milo Imagines the World (Top 30 There I Am) – Matt De La Pena The Barnabus Project (Top 30 There I Am) – The Fan Brothers		The Invisible (Top 30 There I Am) – Tom Percival Ellie and the Cat (Top 30 There I Am) – Malorie Blackman		Too Small Tola (Top 30 There I Am) – Atinuke	
Immersive Environment	London		Mexican Rainforest		Victorian Classroom	
<b>CORE SUBJECTS</b>						
English (Talk 4 Writing)	<b>Sunny’s Adventure Fiction</b> Text: Meerkat Mail Story Pattern: Journey Focus: Action <b>Non-Fiction</b> Text: Postcards from Sunny Text Type: First Person Recount	<b>Disaster! Fiction</b> Text: The Great Fire Story Pattern: Warning Focus: Description <b>Non-Fiction</b> Text: Who Was to Blame for The Great Fire of London? Text Type: Discussion: S&L	<b>Neverland Fiction</b> Text: Peter Pan Story Pattern: Portal/Fantasy Focus: Character  <b>Invention Week</b> SBW – Consolidate Basic Skills  <b>Opening Doors Poetry Unit</b> The Hippocump by James Reeves	<b>Magical Creatures Non-Fiction</b> Text: The Fae Text Type: Information  <b>Shakespeare Week</b> Text: Invite to the Capulets’ Masked Ball Text Type: Persuasion	<b>Fiction</b> Text: Hansel and Gretel Story Pattern: Overcoming the Monster Focus: Setting  <b>Poetry</b> Imagine the World	<b>Paradise Islands Exciting Writing Festival</b> Guidebook for Pirates  <b>Fiction</b> Text: Pirate Tom Story Pattern: Rags to Riches Focus: Openings & Endings  <b>Invention Week</b> SBW – Consolidate Basic Skills
Maths	Number and Place Value Addition and Subtraction Multiplication and Division		Fractions Money Time Position and Direction		Shape Length and Height Mass, Capacity and Temperature Statistics	
<b>FOUNDATION SUBJECTS</b>						
Science	<b>Uses of Everyday Materials (1):</b>  <b>Key Questions:</b> What materials are objects made from? What are their properties? Why are certain objects made from different materials? What is the most suitable material for a drinking straw? How can we change the shape of objects? What happens to the size of objects when we change their shape?  <b>Key Vocabulary:</b> bending, squashing, stretching, twisting	<b>Uses of Everyday Materials (2):</b>  <b>Key Questions:</b> What materials are most suitable for a firefighter’s uniform?  <b>Key Vocabulary:</b> fireproof, layer, thermal, uniform  <b>Book Link:</b> You Wouldn’t Want to be in The Great Fire of London  <b>Important People:</b> Jean-Baptiste Joseph	<b>Animals including Humans:</b>  <b>Key Questions:</b> What offspring do animals have? Do offspring look like their parents? What do animals need to survive? How can humans live healthily?  <b>Key Vocabulary:</b> adult, chrysalis, life cycle, live young, offspring,  <b>Important People:</b> Maria Sibylla Merian	<b>Animals including Humans:</b>  <b>Key Questions:</b> What changes can we observe as a caterpillar changes into a butterfly?  <b>Key Vocabulary:</b> egg, caterpillar, chrysalis, butterfly, changes, observations, skin, see-through, wings	<b>Plants:</b>  <b>Key Questions:</b> What does a plant need to stay healthy? What are seeds and bulbs? What happens to a plant if it doesn’t get what it needs? What happens when a seed germinates?  <b>Key Vocabulary:</b> bulb, germination, mature plant, seed, seed coat, seedling, shoot, survive  <b>Book Link:</b> How Different was the Life of a Victorian Child?	<b>Living Things and their Habitats:</b>  <b>Key Questions:</b> Which things are dead, alive, or never been alive? What is a food chain? What would happen if part of a food chain is removed? What is a habitat? What different habitats do animals and plants live in? What is a micro-habitat?  <b>Key Vocabulary:</b> food chain, habitat, micro-habitat,  <b>Book Link:</b> Peter’s Railway



	<p><b>Book Link:</b> Big Picture Book of London</p> <p><b>Important People:</b> Alexander Parkes</p>				<p><b>Important People:</b> Beatrix Potter</p>	<p><b>Important People:</b> Chris Packham</p>
History		<p><b>The Great Fire of London 1666:</b></p> <p><b>NC Links:</b> <i>Understand events beyond living memory that are significant nationally or globally.</i></p> <p><b>Key Questions:</b> How did the Great Fire of London start? Why is Samuel Pepys so important to the story of the Great Fire of London? How did people react to the Great Fire of London? How did the Great Fire of London affect the city afterwards?</p> <p><b>Key Vocabulary:</b> diary, firebreak, Pudding Lane, timber, valuables</p> <p><b>Book Link:</b> You Wouldn't Want to be in The Great Fire of London</p> <p><b>Important People:</b> Samuel Pepys King Charles II</p>	<p><b>Castles</b></p> <p><b>NC Links:</b> <i>Understand events beyond living memory that are significant nationally or globally.</i></p> <p><b>Key Questions:</b> What is a castle? Why was Conisbrough Castle built? How did local castles defend in different ways? How has Conisbrough Castle changed? Why is Conisbrough Castle important to where we live?</p> <p><b>Key Vocabulary:</b> castle, conquer, defend, stone, siege</p> <p><b>Important People:</b> William De Warenne</p>		<p><b>Victorian Britain</b></p> <p><b>NC Links:</b> <i>Understand events beyond living memory that are significant nationally or globally.</i></p> <p><b>Key Questions:</b> What was the Victorian era? What was life like in the Victorian era? What jobs did children have in the Victorian era? How were Victorian schools different to modern day? How different was the life of a Victorian child?</p> <p><b>Key Vocabulary:</b> era, job, poor, rich, servant, workhouse</p> <p><b>Book Link:</b> How Different was the Life of a Victorian Child?</p> <p><b>Important People:</b> Thomas Barnardo</p>	<p><b>Victorians and the Railways</b></p> <p><b>NC Links:</b> <i>Changes within living times: Identify changes to transport.</i></p> <p><b>Key Questions:</b> How has travel by rail changed? What was rail travel like in our local area? Why did the Victorians use trains? Why did Victorians holiday at the seaside? How and why were trains important to where we live?</p> <p><b>Key Vocabulary:</b> carriage, goods, railway station, seaside, train, wagon</p> <p><b>Book Link:</b> Peter's Railway</p> <p><b>Important People:</b> Nigel Gresley</p>
Geography	<p><b>London and the UK (British Location):</b> <i>British Geography – Location and Place</i></p> <p><b>Key Questions:</b> How do we give directions? What land and seas does Earth have? What is the United Kingdom? What do we know about the four countries of the United Kingdom? What is London like? What is a landmark? What landmarks does London have? How are parts of London different? What makes London special compared to other places in the UK?</p> <p><b>Key Vocabulary:</b></p>			<p><b>Mexico (Non-European Location):</b> <i>Global Geography (Non-European Location) – Location and Place</i></p> <p><b>Key Questions:</b> Where is Mexico? What tourist attractions does Mexico have? What are the features of Mexico City? What are the features of the Mexican Rainforest and the Sonoran Desert? What is it like to visit Mexico and how is it different to the UK?</p> <p><b>Key Vocabulary:</b> desert, landmark, Mexico City, rainforest</p>		



	<p>aerial photograph, atlas, capital city, globe, landmark</p> <p><b>Book Link:</b> Big Picture Book of London</p> <p><b>Important People:</b> King Charles III</p>			<p><b>Book Link:</b> Off We Go to Mexico</p> <p><b>Important People:</b> Hernan Cortes</p>		
RE	<p><b>What is Judaism?</b> How did Judaism begin? In Judaism, what is the holy book? Where do Jewish people worship? How do Jewish people worship? What is Judaism?</p> <p><b>Important People:</b> Abraham</p> <p><b>Key Vocabulary:</b> covenant, Mitzvah, synagogue, Tanakh, Torah</p>	<p><b>Why is Advent and the nativity story so important to people of the Christian Faith?</b> Why is the birth of Jesus so important to Christians? What is Advent? What is the Nativity? Why do Christians travel to Bethlehem? Why is Advent and the Nativity story so important to Christians?</p> <p><b>Important People:</b> Mary</p> <p><b>Key Vocabulary:</b> Advent, nativity, shepherd, stable, wise men</p>	<p><b>How were religious messages communicated?</b> What does it mean to communicate? Before written text, how were religious messages shared? Why were the apostles important in sharing Jesus' messages? Why were the companions important in sharing the Prophet Muhammad's (pbuh) messages? How are religious messages shared today? How were religious messages communicated?</p> <p><b>Important People:</b> Paul (St Paul)</p> <p><b>Key Vocabulary:</b> apostle, communicate, Hadith, miracle</p>	<p><b>What is the importance of belonging to a mosque or a church?</b> Why is it important to share things together? Why do some people believe that praying with others is important? Why do mosques not have any pictures, music, or statues? How do hymns help Christian people feel like they belong? What is the importance of belonging to a mosque or a church?</p> <p><b>Important People:</b> Cecil Frances Alexander</p> <p><b>Key Vocabulary:</b> calligraphy, community, ummah</p>	<p><b>What are special days and why are they important to people?</b> What is Shabbat and why is it important to people of the Jewish faith? What do people of the Jewish faith do during Shabbat? What is Eid ul-Fitr? How is Eid ul-Fitr celebrated? What are special days and why are they so important to people?</p> <p><b>Important People:</b> Sadiq Khan</p> <p><b>Key Vocabulary:</b> challah, Eid ul-Fitr, fast, Shabbat, zakah/zakat</p>	<p><b>How do we respect other people's beliefs when they are different to ours?</b> What is a belief? Do all people believe in the same things? Why is it important to be respectful to other people's beliefs? How can we be respectful to other people's beliefs? How do we respect other people's beliefs when they are different to ours?</p> <p><b>Important People:</b> Eleanor Roosevelt</p> <p><b>Key Vocabulary:</b> belief, differences, respectful, similarities</p>
PSHE / SRE	<p><b>JIGSAW PSHE</b> <b>Autumn Term 1: Being Me in My World</b> I can identify some of my hopes and fears for this year. I know how to use my Jigsaw Journal. I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions. I listen to other people and contribute my own ideas about rewards and consequences. I can listen to other people and contribute my own ideas about rewards and consequences. I understand how the Learning Charter will help me and others learn. I recognise the choices I make and understand the consequences.</p> <p><b>Autumn Term 2: Celebrating Difference</b> I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand that bullying is sometimes about difference. I can recognise what is right and wrong and know how to look after myself. I understand that it is OK to be different from other people and to be friends with them. I can tell you some ways I am different from my friends.</p>	<p><b>JIGSAW PSHE</b> <b>Spring Term 1: Dreams and Goals</b> I can choose a realistic goal and think about how to achieve it. I carry on trying (persevering) even when I find tasks difficult. I can recognise who I work well with and who it is more difficult for me to work with. I can work well in a group to create a product. I can explain some of the ways I worked well in my group to create the product. I know how to share success with other people.</p> <p><b>Spring Term 2: Healthy Me</b> I know what I need to do to keep my body healthy. I can show or tell you what relaxed means and I know some of the things that make me feel relaxed and some that make me feel stressed. I understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can make some healthy snacks and explain why they are good for my body.</p>	<p><b>JIGSAW PSHE</b> <b>Summer Term 1: Relationships</b> I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I can identify some of the things that cause conflict with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I recognise and appreciate people who can help me in my family, my school, and my community. I can express my appreciation for the people in my special relationships.</p> <p><b>Summer Term 2: Changing Me</b> I can recognise cycles of life in nature. I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I can recognise the physical differences between boys and girls, use the correct names for the parts of the body, and</p>			



			<p>I understand which foods to eat to give my body energy.</p>	<p>appreciate that some parts of my body are private.                  I understand there are different types of touch and can tell you which ones I like and don't like.                  I can identify what I am looking forward to when I move to my next class.</p>		
<p>Art &amp; Design</p>	<p><b>Artist Focus:</b> David Hockney</p> <p><b>Collage:</b>                  How does folding and crumpling change texture and shape?                  How and why do we overlap and overlay?                  What are photocollages and how are they made?                  How can we create a collage that is 3D?</p> <p><b>Key Vocabulary:</b>                  3D, cellophane, fold, crumple, overlay, overlap</p> <p><b>Book Link:</b>                  Big Picture Book of London</p>	<p><b>Artist Focus:</b> William Kentridge / Frank Auerbach</p> <p><b>Drawing:</b>                  How can we use charcoal to draw?                  How can we smudge to change tone?                  How do artists use different drawing mediums?                  How are we artists like William Kentridge and Frank Auerbach?</p> <p><b>Key Vocabulary:</b>                  charcoal, graphite, smudging, thickness</p> <p><b>Book Link:</b>                  You Wouldn't Want to be in The Great Fire of London</p>	<p><b>Artist Focus:</b> Michael Crompton</p> <p><b>Textiles (Weaving):</b>                  What is weaving?                  How can we design a textile?                  How can we change the colour of wool?                  How can we weave?</p> <p><b>Key Vocabulary:</b>                  dye, loom, weaving, yarn</p>	<p><b>Artist Focus:</b> Henri Matisse</p> <p><b>Printing:</b>                  How does Henri Matisse use shapes, lines, and colours in his art?                  How can we create repeating patterns?                  How can we create repeating patterns using a stencil?                  How are line and colour different when printing on fabric?                  How can we take ideas from Henri Matisse to print bunting?</p> <p><b>Key Vocabulary:</b>                  block colour, fabric, repeating pattern, stencil</p> <p><b>Book Link:</b>                  Off We Go to Mexico</p>	<p><b>Artist Focus:</b> Kazimir Malevich</p> <p><b>Painting:</b>                  What are secondary colours and how do we mix paint to make them?                  What are tints and shades how do we mix paint to make them?                  Which colours are warm, and which are cold?                  How does Kazimir Malevich use colour in his paintings?                  How can we take inspiration from Kazimir Malevich to show difference in our paintings?</p> <p><b>Key Vocabulary:</b>                  primary colour, secondary colour, shade, tint</p>	<p><b>Artist Focus:</b> Claude Monet / William Powell Frith</p> <p><b>Painting:</b>                  What is similar about Claude Monet and William Powell Frith's paintings?                  How do we alter line and tone using oil pastels?                  How do we alter colour using oil pastels?                  How can we use our imagination to show what steam trains were like in the past?</p> <p><b>Key Vocabulary:</b>                  blend, light, oil pastel, shadow, smudge</p> <p><b>Book Link:</b>                  Peter's Railway</p>
<p>DT</p>	<p><b>Construction – Free-Standing Structures:</b></p> <p><b>Key Questions:</b>                  How do architects create buildings?                  What is a net and how can we use them to make a mock-up?                  How do we cut materials?                  What are joining materials and how are they different?                  How do we make a net?                  How can we as architects design a free-standing structure?                  How can we as architects make a free-standing structure?                  How can we as architects evaluate a free-standing structure?</p> <p><b>Key Vocabulary:</b>                  architect, construction, design brief, free-standing</p>			<p><b>Textiles – Bunting:</b></p> <p><b>Key Questions:</b>                  What is a lining and how do we join it to a fabric?                  What is a template and how do we use them?                  How can we use overstretch to join fabrics?                  How can we create Mexican-inspired bunting and evaluate this?</p> <p><b>Key Vocabulary:</b>                  fabric, lining, needles, overstretch, pins, template, thread</p> <p><b>Important People:</b>                  Patrick Grant</p> <p><b>Cooking and Nutrition – Mexican Food Tasting:</b></p> <p><b>Key Questions:</b>                  What foods are grown, farmed and caught from the sea?</p>		



		<p>structure, mock-up, net, stable</p> <p><b>Important People:</b> Sir Christopher Wren</p>		<p>What does a meal need to be healthy? How are fruits and vegetables different and how do we prepare them? What ingredients are grown and eaten in Mexico? How can we prepare Mexican ingredients to make salsa and guacamole?</p> <p><b>Key Vocabulary:</b> caught, disinfect, farmed, peel, skin, vegetable peeler</p> <p><b>Book Link:</b> Off We Go to Mexico</p> <p><b>Important People:</b> Enrique Olvera</p>		
Music	<p><b>Autumn Term 1 – Singing and Performing:</b> Round Songs – “London’s Burning” and “Here Comes the Sun”</p>		<p><b>Spring Term 1 – Rhythm and Composing:</b> Beat Boards World: London Marches</p>		<p><b>Summer Term 1 – Instrument and Rhythm:</b> Performing Simple Melodies on a Recorder</p>	
Computing		<p><b>Creating Media</b> <i>Digital Photography</i> Use a digital device to take a photograph. Make choices when taking a photograph. Describe what makes a good photograph. Decide how photograms can be improved. Use tools to change an image. Recognise that photographs can be changed.</p> <p><b>Project Evolve</b> Self-Image and Identity Online Relationships</p>		<p><b>Programming A</b> <i>Robot Algorithms</i> Describe a series of instructions as a sequence. Explain what happens when we change the order of instructions. Use logical reasoning to predict the outcome of a program. Explain that programming projects can have code and artwork. Design an algorithm. Create and debug a program that has been written.</p> <p><b>Project Evolve</b> Online Reputation Copyright and Ownership Privacy and Security</p>		<p><b>Programming B</b> <i>Programming Quizzes</i> Explain that a sequence of commands has a start. Explain that a sequence of commands has an outcome. Create a program using a given design. Change a given design. Create a program using my own design. Decide how a project can be improved.</p> <p><b>Project Evolve</b> Managing Online Information Health, Wellbeing and Lifestyle Online Bullying</p>
French	<p><b>Teaching Unit: Shapes</b> Recognise, recall and spell ten different shapes with their indefinite article/determiner. Consolidate the numbers 1-5. Consolidate numbers and shapes in French.</p>	<p><b>Teaching Unit: Seasons</b> Recall the four different seasons with the correct definite article/determiner. Learn about what happens in spring, summer, autumn and winter and how to say a short sentence about each season. Ask and answer the question, “What is</p>	<p><b>Teaching Unit: Animals</b> Recognise, recall and spell ten different animals with their indefinite article/determiner. Form a short sentence with animal nouns using the high-frequency irregular verb, ‘to be’ in the first person singular.</p>	<p><b>Teaching Unit: Instruments</b> Recognise, recall and spell ten different instruments with their definite article/determiner. Form a short sentence with instrument nouns using the verb ‘to play’ in the first person singular.</p>	<p><b>Teaching Unit: I Am Able... / I Know How...</b> Recognise, recall and spell five different verbs. Learn how to use the verb ‘je peux’ with the ten infinitive verbs to start to form sentences in French. Learn how to use the negative structure to</p>	<p><b>Teaching Unit: Little Red Riding Hood</b> Learn eight nouns with the correct determiner for characters and objects related to the story of Little Red Riding Hood. Name parts of the body. Learn how to spell and read key vocabulary related to</p>



		your favourite season?"			say what they can and cannot do. Form more interesting and complex sentences about what activities they can and cannot do using the conjunctions 'and' and 'but'.	the story and read the story in French.
PE	<p><b>Fitness:</b> To learn how to run for a long time. To develop jumping in a long rope using timing. To develop co-ordination in individual skipping. To develop stamina and change of direction. To explore exercises to develop strength. To develop agility, balance and co-ordination.</p>	<p><b>Fundamentals:</b> To explore how the body moves when running at different speeds. To develop changing direction and dodging. To develop balance, stability and landing safely. To explore and develop jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope.</p>	<p><b>Ball Skills:</b> To develop rolling a ball to hit a target. To develop stopping a rolling ball. To develop dribbling a ball with your feet. To develop kicking a ball. To develop throwing and catching. To develop dribbling a ball with your hands.</p>	<p><b>Target Games:</b> To consider how much power to apply when aiming at a target. To understand how to score using overarm and underarm throwing. To develop striking to a target. To develop hitting a moving target. To select and apply the appropriate skills to the target game. To show an improvement in my personal best.</p>	<p><b>Sending and Receiving:</b> To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet. To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.</p>	<p><b>Net and Wall:</b> To use the ready position to defend space on court. To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. To develop returning a ball using a racket. To play against an opponent using a racket.</p>
<b>WIDER OPPORTUNITIES</b>						
SMSC / British Values	Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week	Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need Christingle Hanukkah Christmas	New Year World Religion Day Chinese New Year LGBT+ History Month Children’s Mental Health Week Safer Internet Day Valentine’s Day	Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter	Local and Community History Month Mental Health Awareness Week World Bee Day	Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day Transition Month
Linked Trips	Visit to a Synagogue – Religious Education Link	The Great Fire of London: Partake Theatre Company – History Link	Conisbrough Castle – History Link		Perlethorpe History Link	–