

**DRAFT Year 2 Long Term Curriculum Plan 2017-2018 Teacher: Helen Barker**

Term	English	Science	Geography	History	Computing	RE	Art/DT	PSHCE/Citizenship	PE
Autumn 1  Oh I do like to be beside the seaside	<p>Letters and Sounds- review and revise Phase 5 (long vowel sounds)</p> <p><b>Song of the Sea</b> Develop the use of effective sentences through sentence stacking, working from teacher models. Explore the central character's feelings and what it would be like to be a seal. Use onomatopoeia, alliteration, repetition etc for effect.</p> <p><b>The Storm Whale</b> Engage children with a story with which they will empathise. Explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives. Develop creative responses to text through play, drama, music, movement, storytelling and artwork. Compose a free verse poem. Write in role in order to explore and develop empathy for a character. Write with confidence for real purposes and audiences.</p>	<p><b>Animals including Humans – Healthy Me</b> What do animals/humans need to stay alive? What types of food make up a healthy diet? Sort foods into food groups and use scientific names. How do exercises and diet help to keep us healthy? Data collection – snacks – what happens if we have too many sugary snacks? Why is hygiene important? Know that all animals produce young which grow into adults - How do we change as we grow?</p>	<p>Where do we live? Name, locate and identify characteristics of the four countries and their capital cities and its surrounding seas. How is an island different from the mainland? Use maps, and aerial photographs to identify and geographical language to describe key features. How is the land used? (jobs, transport) How can we use keys to record features on a map? Compare, contrast and identify likes and dislikes of Appleton and Irish islands including human and physical features, landscape, weather, lifestyle etc Explain the facilities that a village, town and city may need and give reasons. How do places change with time? How does this affect people? How could the Appleton and Irish island communities be improved?</p>		<p><b>We are celebrating</b> (XC art/RE) Harvest cards</p> <p>Develop basic keyboard skills, through typing and formatting text. Develop basic mouse skills. Use the web to find and select images. Develop skills in storing and retrieving files. Develop skills in combining text and images. Discuss their work and think about whether it could be improved.</p>	<p>Who should you follow? Explore leaders and how and why they are followed. What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? Harvest What is Harvest and the Harvest Festival? How do we celebrate it? Does everyone celebrate in the same way? Why is bread so important to so many Christians? Do we take food for granted?</p>	<p><b>Looking at Landscapes</b> Record from observations and explore themes. Draw maps of journeys and real/imagined places. Use contour lines and shading to represent different features. Painting the sea- look at images of the ocean and waves. How have artists captured the waves? Paint own seascape, inspired by one of the artists. Compare ideas/methods/approaches and say what they think/feel about them.</p> <p><b>Dips and Dippers</b> (xc science) Explain ideas about healthy diets. Develop food vocabulary and classify foods. Name &amp; demonstrate safe/hygienic use of kitchen equipment. Design a new dip and dippers based on tasting experiences. Discuss finished product, record through pictures/words how it looks/tastes and how well it matches their ideas/target group.</p>	<p><b>Respect</b> <b>Living in the Wider World</b> How do they contribute to the life of the classroom? Help construct, and agree to follow, group and class rules and to understand how these rules help them. Health and Wellbeing What constitutes a healthy lifestyle including the benefits of good hygiene, physical activity, rest, healthy eating and dental health (link to science) Recognise their likes and dislikes and how they to make choices that improve their physical and emotional health. Recognise the consequences (good and not so good) of their choices.</p>	<p><b>Health and Fitness – 10 minute Shake Up Challenge</b> Develop understanding of what happens to the body when we exercise – recognise change in temperature and heart rate. Develop understanding of how exercise contributes to a healthy lifestyle. Describe how the body works and understand about exercising safely. Understand the need for a warm up and a cool down. Develop strength, stamina and general fitness. Compare performance over time and identify improvements</p>
Autumn 2	<p>Letters and Sounds – review and revise Phase 5</p> <p><b>The Crow's Tale</b> Develop effective sentences for a problem of an adventure story. Use adverbs/adverbial phrases, expanded noun phrase. Explore what a character might be thinking. Explore the use of repetition, alliteration and simile for effect. Explore vocabulary for movement.</p> <p><b>The Fox and the Star</b> Talk confidently about picture books and responses individual to them. Explore how language with pictures is used effectively to paint a picture for the reader and deepen understanding. Explore important themes of friendship, loss, courage and perseverance Explore the story through a variety of teaching approaches including drama and role-play. Write in role from another character's perspective.</p>	<p>Seasonal Change: Observe how the animals and plants change in the local area throughout the year</p>		<p>Remembrance Day - Significant historical events, people and places in their locality. What and who are we remembering? How do we remember them? Where do the World Wars fit into our history? Explore the war memorial in our village – what does it represent/what do we learn from them? Why is it there? How is it significant to our local area – WW1 soldiers from local area? What was life in the trenches like? Recount the life of a famous WW1 soldier – write in character from the trenches. Changes within living memory – how has Britain changed since the world wars? What things were different when our grandparents were children? Find out about the past by talking to an older person.</p> <p>Village walk to War Memorial</p>	<p><b>We are photographers-</b> taking better photos</p> <p>Consider the technical and artistic merits of photographs. Use a digital camera or camera app. Take digital photos. Review and reject images. Edit and enhance their photos. Select their best images to include in a shared portfolio.</p>	<p>Why did God give Jesus to the world? Reflect on the Christmas story and the reasons for Jesus' birth. Does the world need to be saved/helped? Why? What can I learn from stories from religious traditions? Explore, compare and contrast different versions of the Christmas story</p>	<p>XC Computing- photography</p> <p><b>Moving Parts</b> Make pinwheel poppies for Remembrance Day- explore how to join paper to make to poppy move.</p> <p>Popup/moving parts Christmas cards- explore different joints and levers to create moving parts.</p>	<p>Develop vocabulary for explaining their feelings and strategies to help them manage them.</p> <p><b>Tolerance</b></p>	<p><b>Gymnastics</b> Learn to move with confidence and coordination on floor and apparatus. Copy, remember, explore and repeat simple actions at varying speed and levels. Plan and perform sequences of movements which follow some 'rules' Practice &amp; perform jumps, rolls and balances. Plan and perform sequences of 4 movements. Develop independent and paired sequences on floor and apparatus. Begin to identify the difference between performances and improve sequences based on feedback.</p>
Spring 1	<p>Letters and Sounds- Phase 6</p> <p><b>The Dark</b></p>	<p><b>Uses of Everyday Materials – Materials Monster</b></p>		<p><b>Space</b></p>	<p><b>We Are Astronauts-</b> programming on-screen</p>	<p>Is it important to celebrate the New Year? Explore</p>	<p><b>Space rockets</b> Look at designs for space rockets and the space shuttle.</p>	<p><b>Love</b></p>	<p><b>Multi-skills</b> Develop and practice different skills</p>

<p>To Infinity, and beyond!</p>	<p>Talk confidently about picture books. Explore a story through a variety of teaching approaches. Write a recount in role as a fictional character. Reflect on reading through keeping a reading journal. Write a story based on a known narrative. Compose poetry in response to visual imagery.</p> <p><b>Man on the Moon</b> Explore, interpret and respond to a picture book. Explore characters and draw inferences to aid our understanding of them. Broaden understanding and use of appropriate vocabulary. Write for different purpose about fictional personal experiences. Sequence events to write a short narrative based on a known model.</p>	<p>Distinguish between an object and the material from which it is made. What are the names of common materials and what are they used for and why? Identify and describe the physical properties of common materials. Group them according to these How can the shape of materials be changed – squash, squeeze and stretch - permanent and temporary</p>		<p>Discuss what we already know about Earth and Space. Where have humans been?</p> <p><b>The Moon Landings</b> Explore the difficulties overcome in order to send people to the moon and return them safely to earth. Watch film from the time and talk to witnesses. What do they remember of that special event? Why are the moon landings so important? What has been the impact of the Moon landings? Why did people go to the Moon?</p> <p>How have our ideas about Earth and space changed over time? What are the important scientific discoveries? What new things are being found out now?</p> <p><b>Astronauts</b> What is life like for astronauts on the ISS? What things do they have to do to stay healthy? How is that different to what we have to do on Earth? How is this different to what early astronauts did?</p> <p>Visit to Oxford Museum of the History of Science</p>	<p>Understand algorithms as a series of instructions. Convert simple algorithms to programs. Predict what a simple program will do. Spot and fix (debug) errors.</p>	<p>ways that different people in different faiths celebrate New Year. Are religious celebrations important to people? Is God important to everyone?</p>	<p>What do they have in common? What advances are being made in space flight (e.g. Space X, reusable shuttles etc).</p> <p>Design and build a water bottle rocket- launch and adapt design based on performance.</p> <p>Evaluate design- which designs flew for longest? Why?</p>	<p><b>Living in the Wider World</b> Recognise that people and other living things have needs and that they have responsibilities to meet them. Identify which groups and communities they belong to. Recognise that money comes from different sources and can be used for different purposes, including spending and saving. What role does money play in their lives and how do they manage their money, keep it safe, how they choose how to spend their money and what influences these choices.</p>	<p>through observation and reflection – including running, jumping, throwing, catching Develop technique, control, co-ordination and agility. Choose and apply skills appropriately in different activities and games Discuss own and others performance with simple vocabulary</p>
<p>Spring 2</p>	<p>Letters and Sounds- Phase 6</p> <p><b>Croc and Bird</b> Explore a high quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas. Engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text. Explore how to use drawing as an approach to enhance thinking for writing and developing vocabulary. Explore and follow the authentic process that an author/illustrator goes through when developing a picture book. Create a picture book based on children’s own creative story ideas.</p>	<p><b>Plants – Young Gardeners</b> Identify and compare a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. Identify and describe basic structure of common flowering plants. Find out what a plant needs to grow and stay healthy. Observe and describe how seeds vary from each other and how they travel. Observe and describe how seeds and bulbs grow into mature plants How do the seasons affect plant growth?</p>		<p>Visit to Oxford Museum of the History of Science</p>		<p>Is Easter important for the Church? Explore how the church celebrates Easter. Are religious celebrations important to people? Is God important to everyone? Are symbols better than words at expressing religious beliefs?</p>	<p><b>Collage</b> Explore use of different materials to make collage Create images using different media Arrange and glue materials to different backgrounds Explore different ways of cutting, tearing, folding, crumpling etc Artist focus – Matisse – explore collage techniques and style used by Matisse and recreate in his style. How has he used pattern, colour and shape? Compare ideas, methods and approaches in own and others’ work and say what they think and feel about them. Identify what they might change in their current work or develop in their future work</p>	<p><b>Maypole</b> <b>Dance</b> Develop control and coordination. Change rhythm, speed, level and direction in dance. Create dance phrases and dances communicating moods, ideas and feelings. Begin to work with a partner. Respond imaginatively to a variety of stimuli. Work to build a paired sequence by linking sections together Extend to groups. Perform and reflect. Discuss own and others performance with simple vocabulary</p>	<p><b>Maypole</b> <b>Dance</b> Develop control and coordination. Change rhythm, speed, level and direction in dance. Create dance phrases and dances communicating moods, ideas and feelings. Begin to work with a partner. Respond imaginatively to a variety of stimuli. Work to build a paired sequence by linking sections together Extend to groups. Perform and reflect. Discuss own and others performance with simple vocabulary</p>
<p>Summer 1</p> <p><b>Around the World in 80 Days</b></p>	<p>Letters and Sounds- phase 6</p> <p><b>Author Study- Nicola Davies</b> Read and explore a variety of Nicola’s books. What themes do they have in common?</p> <p><b>A First Book of Nature/A First Book of Animals</b> Discuss poetic conventions and how Nicola has used them. Write spring poetry which is based on the nature around us.</p> <p><b>Perfect</b></p>	<p><b>Living things and their Habitats – Mini worlds</b> Distinguish between things that were once alive, living and never alive . What do all animals do that makes them alive? Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Distinguish between</p>	<p><b>Around the World in 80 Days</b> Name &amp; locate world’s continents and oceans. Describe simple human and physical features about the continents of the world and make comparisons between them Identify key areas on the globe – equator and poles – how does weather and climate vary across the globe and why? Know that journeys can be made around the</p>		<p><b>We are zoologists-</b> collecting data about bugs (XC science)</p> <p>Sort and classify a group of items by answering questions. Collect data using tick charts or tally charts. Use simple charting software to produce pictograms and other basic charts. Take/edit/enhance photos. Record</p>	<p>Can stories change people? Explore the way that the Old Testament and New Testament stories show that people are changed. Who do I believe I am? What can I learn from stories from religious traditions? Focus on Judaism</p>	<p><b>Mother Nature</b> Use drawing, paint and collage to portray different habitats. Record from observations. Explore different printing techniques</p> <p><b>Impressionism</b> What are the key elements of the impressionist style of painting? How have artists used pattern, colour and shape? What methods and materials have they used? Do we like it? Artist focus – Monet – recreate images of</p>	<p><b>Inspiration</b> <b>Relationships</b> Communicate their feelings to others, recognise how to show feelings and how to respond. Recognise how their behaviour affects others. Recognise what is fair and unfair, kind and unkind, what is right and wrong. Recognise when</p>	<p><b>Games</b> Perform basic ball skills (send, receive, hit, kick, roll) and apply in simple games. Use observation, self and peer assessment to reflect on success of skills and to enable progress. Follow rules. Develop spacial awareness and make use of this during a game. Work</p>

	<p>What are the themes of the book? What do we learn about swifts? Write advice to a character, using modal verbs. How does wildlife heal us? How can we help our local wildlife? Create posters to display around the village, offering ideas for helping wildlife.</p> <p>Read and discuss other books by Nicola Davies (e.g. The Promise, King of the Sky etc). Write letters to Nicola about her books.</p>	<p>carnivores, herbivores and omnivores. What is a habitat? Which animals and plants live in each habitat? How are some animals adapted to their environment? Food chains</p>	<p>world and describe a simple journey line using key vocabulary and compass directions. Ask geographical questions – Where is it? What is this place like? How near/far is it?</p>		<p>information on a digital map.</p>		<p>habitats in his style. Work on colour mixing – making brown, secondary colours, tints using white, Compare ideas, methods and approaches in own and others work and say what they think and feel about them. Identify what they might change in their current work or develop in their future work</p>	<p>people are being unkind either to them or others, how to respond, who to tell and what to say. Identify and respect the differences and similarities between people. Share their opinions on things that matter to them and explain their views through discussion</p>	<p>well with a partner or small group</p>
<p>Summer 2</p>	<p>Letters and Sounds- Phase 6</p> <p><b>Wabi-Sabi</b></p> <p>Explore the use of Japanese haiku poetry. Count syllables and discuss the effect that line breaks have on pace. Write own haikus based on finding the beauty in simple, everyday things.</p> <p>Research Japan and in groups, write a guide book for children visiting Japan. Use information text conventions and layout.</p>	<p>Review key knowledge in all topics. Assess and review working scientifically skills</p>	<p><b>Living in Japan</b> Locate Japan on a map- which continent is it in? Build on previous geography work- what is an island? Compare local areas to Japan. Identify physical features including weather/climate, making links to location in the world. Use geographical vocabulary to describe a less familiar area. Use aerial and satellite images and other models to recognise human and physical features and to create simple plans and maps, using symbols. Explore island traditions and lifestyle.</p>	<p><b>Life of a significant person from the past</b> Roger Bannister</p> <p>Who is Roger Bannister? Why is his achievement so important? How do athletes train today? How fast can people run?</p> <p>Visit to Iffley Road running track</p>		<p>How should you spend the weekend? Explore the Shabbat. Are symbols better than words at expressing beliefs? Does it feel special to belong?</p>	<p><b>Bento Boxes/veggie sushi</b> Explore how food is presented in Japan. Make own veggie sushi and bento boxes for tasting and evaluating. How kawaii are they?</p> <p><b>Japanese art</b> Explore woodcut printing techniques using polystyrene and brush lettering.</p>	<p><b>Responsibility</b></p>	<p><b>Athletics</b> Run changing speed and direction. Use observation and feedback to develop jumping style and ability to jump accurately from a standing position. Add challenge by thinking about how to link jumps together. Recognise and practice different throwing styles and begin to choose appropriate style to suit different circumstances. Relay races</p>

Mathematical aspects of Number, Geometry, Measures and Statistics are taught in accordance to the new national curriculum throughout the year

Music- planned taught by Miss Soden

Second PE session planned/taught by Miss Jackson