

Long Term Plan - Year 2

	Autumn				Spring			Summer			
Weeks	4 Weeks	3 Week	5 weeks	2 weeks	6 weeks Children's Mental Health Internet Safety Day	4 weeks (split) World Book Day	1 Week	5 weeks	1 Week	5 weeks	1 week
Learning Experience	Marvellous Me	Great British Harvest	Love Where you Live	Let's Celebrate	Our World Australia and Cold place	Long Long Ago	Science Wk	The 1960s	Sports Week	The Great Outdoors	Moving on
	PSHE History – My history	DT – food technology Science- plants Geography – seasons	Science - Animals in the uk Geography – UK History - London – Great Fire	RE PSHE DT	Geography - Continents and oceans Science - Animals Art – Australian History - David Attenborough	History - Mary Anning	Working Scientifically	Our school – (1960) History - Space race/Tim Peake Science – herbivore etc	Science PSHE	Science British plants Habitats Creatures of the seas Geography - oceans	
English	Reading - Little Wandle Phonics Scheme Handwriting - Kinetic Letters handwriting scheme Writing - See separate medium term planning for the teaching of writing – use of The Literacy Tree for planning.										
Maths	Maths Mastery Scheme - NECTM planning.										
Science	Animals including humans notice that animals, including humans, have offspring which grow into adults Us as babies Similarities to parents Animals including humans – find out about and describe the basic needs of humans for	Plants observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable	Animals including humans – find out about and describe the basic needs of animals for survival (water, food and air) Living Things and their Habitats identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of	Uses of Everyday Materials find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting	Living thing and their habitats 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. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants,	Living Things and their Habitats explore and compare the differences between things that are living, dead, and things that have never been alive Fossils – from Dinosaurs which were alive but not now!		Uses of Everyday Materials Identify and compare the suitability of a variety of everyday materials including wood metal plastic glass brick rock paper and cardboard for particular uses.	Animals including humans describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Plants observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable	

	<p>survival (water, food and air)</p>	<p>temperature to grow and stay healthy.</p> <p>Animals including humans describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>different kinds of animals and plants, and how they depend on each other</p>	<p>and stretching</p> <p>Salt dough decoration?</p>	<p>and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Uses of Everyday Materials Identify and compare the suitability of a variety of everyday materials including wood metal plastic glass brick rock paper and cardboard for particular uses. (How to keep warm experiment – Arctic)</p>	<p>Living thing and their habitats 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>Animals including humans – find out about and describe the basic needs of humans for survival</p>		<p>temperature to grow and stay healthy</p> <p>Living thing and their habitats identify and name a variety of plants and animals in their habitats, including microhabitats</p>	
<p>Working Scientifically – Year 1 and year 2</p>	<p>asking simple questions and recognising that they can be answered in different ways 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 to help in answering questions.</p>	<p>Observing Closely, using simple equipment – bread making, using yeast.</p>			<p>using their observations and ideas to suggest answers to questions</p> <p>performing simple tests</p>		<p>asking simple questions and recognising that they can be answered in different ways 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>				

						gathering and recording data to help in answering questions.				
PSHE	<p>Growing and changing To be able to explain what happens when we grow older To name body parts To recognise feelings in themselves and others (Zones of Regulation Link); =</p> <p>Respecting ourselves and others To recognise things in common and differences To know to play and work cooperatively To be able to share opinions and listen to others' opinions</p> <p>Families and friendships To know how to make friends To know what to do when we are feeling lonely and who to get help from</p>	<p>Belonging to a community To know what it means to belong to a group To know some roles and responsibilities of people within our community To know some people are the same and different in the community <i>Thank You, Omu!</i> by Oge Mora</p>	<p>Belonging to a Community To explain why it is important to care for the environment at school, in the community, and in the wider world. To describe a range of practical ways to look after the environment (e.g. recycling and reusing materials, saving water and energy, looking after plants and animals). To have an awareness of personal responsibility and suggest how they and others can contribute.</p>	<p>Safe relationships To understand the difference between safe/appropriate secrets and unsafe/uncomfortable secrets.</p> <p>To begin to develop strategies for resisting pressure from others to do something unsafe, unkind, or against their values. To know when and how to seek help from trusted adults if worried, unsafe, or unsure. To recognise hurtful behaviour (physical, verbal, relational) and understand its impact on themselves and others.</p>	<p>Keeping safe To recognise ways to keep safe in different environments (classroom, playground, road, water, online). To identify common risks and hazards at home and know how to reduce them. To understand what an emergency is and know how to respond, including how to get help and the role of emergency services.</p>	<p>Media literacy and digital resilience To recognise the different ways the internet is used in everyday life (e.g. learning, communication, entertainment). To understand that online content and information can be created, copied, and shared by anyone. To begin to develop the skills to question whether online information is reliable, safe, and appropriate.</p>	<p>Physical health and Mental wellbeing To understand why sleep is important for health, growth, and learning. To know that medicines can help people stay healthy or feel better and should only be taken under adult supervision.</p> <p>To recognise how to keep teeth healthy through diet, brushing, and regular dental visits. To begin to identify and manage a range of feelings and know when and how to ask for help. To name the main parts of the body, including external genitalia, using correct scientific vocabulary.</p>	<p>Growing and Changing/ Money and work</p> <p>To understand what money is and how it is used in everyday life. To distinguish between needs and wants and begin to recognise how choices are made about spending. To know simple ways to look after money, including saving and keeping it safe. To recognise that moving to a new class or year group is a normal part of school life. To identify feelings</p>		

									associated with change and begin to use simple strategies to manage them. To know who can help and support them during transition times.
History	<p>To know about changes within living memory</p> <p>Ask and answer historical questions about people and events</p> <p>Use historical information words such as before, after, present, past, then, now.</p>		<p>To know about events beyond living memory that are significant nationally or globally</p> <p>Recount interesting facts from historical events beyond living memory that are significant nationally or globally</p> <p>Identify similarities and differences between ways of life in different periods of time</p> <p>Ask and answer historical questions about people and events</p> <p>Discuss why there are differences in the way that things are retold and that the past can be represented in different ways</p> <p>Label timelines with words and phrases such as: past present older newer</p>	<p>To know about significant historical events, people and places in their own locality</p> <p>Learn about a range of significant individuals and events in the past that have contributed to national and international achievements</p> <p>Recount changes that have occurred in the lives of important people</p>	<p>To know about events beyond living memory that are significant nationally or globally</p> <p>Recount interesting facts from the life of someone from Britain in the past that are significant locally, nationally or globally</p> <p>Describe how important people from the past have made our lives better today</p> <p>Use historical information words such as before, after, present, past, then, now.</p>		<p>To know about changes within living memory</p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Sequence a set of events in order and give reasons for that order</p> <p>Label timelines with words and phrases such as: past present older newer</p> <p>To know about significant historical events, people and places in their own locality</p>		
Geography		<p>identify seasonal and daily weather patterns in the</p>	<p>To know our local area and visit local facilities e.g. Church, shop. Southbourne and Emsworth, Chichester and Portsmouth</p> <p>Investigate environmental</p>	<p>identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>					<p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>To understand the impact people are having</p>

		United Kingdom	<p>issues that are important to them.</p> <p>Identify characteristics of the 4 countries of the uk and its surrounding seas.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Name and locate the worlds 7 continents and 5 oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the united kingdom (Southbourne) and of a small area in contrasting non-European country (Australia)</p> <p>use world maps, atlases and globes (Google Earth) to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>					<p>on the environment and the world</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>
<p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shore 									
Art and Design	<p>Painting/Printing</p> <p>Use a variety of tools and techniques to explore and experiment with different paints e.g. watercolours, acrylics, layering and mixing</p> <p>Continue to mix colours to create a variety of tones and shades</p>	<p>Form/Sculpture</p> <p>To develop the techniques to create more accurate shapes.</p> <p>Experiment, construct and join recycled, natural and manmade materials</p> <p>Be taught to</p>	<p>Drawing</p> <p>Uses line and tone to represent objects seen, remembered or imagined.</p> <p>Experiment with different shading techniques e.g. blending, cross hatching</p> <p>To talk about their own work and that of other artists, discuss the techniques they</p>	<p>Painting/Printing</p> <p>Use a variety of tools and techniques to explore and experiment with different paints e.g. watercolours, acrylics, layering and mixing</p>	<p>Drawing</p> <p>Uses line and tone to represent objects seen, remembered or imagined.</p> <p>Experiment with different shading techniques e.g. blending, cross hatching</p>	<p>Painting/Printing</p> <p>Be taught to use painting to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p>Textiles and Collages</p> <p>To explore weaving techniques</p> <p>To explain how to thread a needle and use a running stitch</p> <p>To talk about their own work and that of other artists, discuss the techniques they have used and share their</p>	<p>Form/Sculpture</p> <p>To use a range of materials creatively to design and make products;</p> <p>Drawing</p> <p>Be taught to use drawing to develop and share their ideas, experiences and imagination</p> <p>Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making</p>

		use sculpture to develop and share their ideas, experiences and imagination	have used and share their thoughts and feelings about theirs and others artwork	Continue to mix colours to create a variety of tones and shades		Textiles and Collages To arrange and glue materials to different backgrounds. To use a range of materials creatively to design and make products;		thoughts and feelings about theirs and others artwork.		links to their own work.
D and T	<p>Design</p> <p>Design products for myself and others following design criteria</p> <p>Technical Knowledge Mechanisms explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Photo frame</p>	<p>Food Technology Explain hygiene and keep a hygienic kitchen</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Cut, peel and grate with increasing confidence</p>	<p>Technical Knowledge Material Structures measure materials more accurately</p> <p>join materials in different ways</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Bridges – inked to London Bridges</p>	<p>Food Technology Explain hygiene and keep a hygienic kitchen</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Cut, peel and grate with increasing confidence</p>	<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks of measure, cut, shape, join and finish</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics and explain choices</p> <p>Evaluate Explore and evaluate a range of</p>			<p>Technical Knowledge Mechanisms explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Make a Vehicle (Wheels and Axles)</p> <p>Design, make and evaluate</p>	<p>Food Technology Explain hygiene and keep a hygienic kitchen</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Cut, peel and grate with increasing confidence</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks of</p>	

					<p>existing products considering use, materials, how they work, how they might be used.</p> <p>Evaluate their ideas and products against design criteria talking about what I would do differently if I were to do it again and why</p> <p>Technical Knowledge Textiles join textiles together to make a product</p> <p>carefully cut textiles to produce accurate pieces</p> <p>explain choices of textile</p>				<p>measure, cut, shape, join and finish</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics and explain choices</p> <p>Evaluate Explore and evaluate a range of existing products considering use, materials, how they work, how they might be used.</p> <p>Evaluate their ideas and products against design criteria talking about what I would do differently if I were to do it again and why</p>
PE	Get set 4 PE Scheme - see separate planning								
Music	Music Scheme – See separate planning								

RE and Computing to be added