

LONG TERM PLAN Y2

	Wriggle and Crawl	Street Detectives	Land Ahoy!	Towers Tunnels and Turrets	Scented Garden	Beach Combers
ENGAGE	Bug Hunt	Walk with map around local area. Eye witness: shopping in the olden days.	Buried Treasure Captain Crab Beard!	Castle Visit	Garden Centre Visit	RNLI Visitor Outside Beach Sea creature visitor...
INNOVATE	Lifecycle model and presentation to parents.	Write a letter to the Lord Mayor.	Pirate Treasure Box making with parents	Presentation to parents about castle features	(Sell plants at June Fair)	Presentation to parents on rock pool creatures.
English	How to do a bug hunt instructions Cold Write Slug Norman the Slug Story Talk 4 Writing Insect Poetry Script for Lifecycle presentation	Recounts and captions Nursery Rhymes adverts Diary writing Mrs Wobble the waitress	Character Descriptions Pirate Story writing Historical diary writing. Letter writing Poetry	Label parts of castle Recount of visit The Tunnel 3 Billy Goats – letter writing	Recount of visit Jack and the Bean stalk – letters Instructions how to plant a seed Parts of a Plant and their function	Lighthouse Keeper's Lunch Predict Buddy letter writing Sea creature riddle
Class Read	Harry the poisonous centipede	Flat Stanley	Famous Five on Treasure Island	The BFG	Charlotte's Web	Katie Morag Stories
Science <i>-asking simple questions and recognising that they can be answered in different ways</i> <i>-observing closely, using simple equipment</i> <i>-performing simple tests</i> <i>-identifying and classifying</i> <i>-using their observations and ideas to suggest</i>	<b>Living things and their habitats/ microhabitats</b> <i>-identify and name a variety of plants and animals in their habitats, including micro-habitats</i>  <i>-notice that animals, including humans, have offspring which grow into adults</i>  insects Bug hunt/table frequency chart Classify insects Block Graph	<b>Uses of Everyday Materials 1 Building Materials</b> <i>-identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i> <i>-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i>	<b>Animals including Humans Pirate Family Diet survival needs dessert island</b> <i>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i> <i>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</i>	<b>Uses of everyday materials 2 Strength Materials</b> strength, experiment <i>-identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i> <b>Tunnelling animals</b> <i>-identify that most living things live in habitats to which they are suited and</i>	<b>Plants/Flowers</b> <i>-explore and compare the differences between things that are living, dead, and things that have never been alive</i> <i>-observe and describe how seeds and bulbs grow into mature plants</i> <i>-find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i> Senses to explore garden centre.	<b>Animals (including humans) &amp; Living things and their habitat. Sea Creatures</b> Group animals according to where they live and what they eat (Y1 Herbivore, carnivore, omnivore)  Life Cycle of a sea creature <i>-notice that animals, including humans, have offspring which grow into adults</i>

<i>answers to questions</i> <i>-gathering and recording data to help in answering questions.</i>	make habitats Lifecycle of a caterpillar Food chains <i>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.</i> Snail investigation	<i>Suitability for purpose of similar objects made from different materials in the household/kitchen</i>		<i>describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</i>	Dissect and label parts of a plant Lifecycle of a dandelion Dandelion Seeds Scent experience/experiment Grown own sunflower Sweet Pea Growing experiment split plants and repot	Rock pool Creatures
History		<i>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Mrs Oliver how shopping has changed)</i> <i>-significant historical events, people and places in their own locality.</i>	Famous explorers- <i>events beyond living memory that are significant nationally or globally</i> <i>-the lives of significant individuals in the past who have contributed to national and international achievements.</i>	Why castles were built. Trebuchet/Defences Brunel (Knights and Jousting)  timelines <i>HI identify similarities and differences between ways of life in different periods.</i> <i>Industrial Revolution</i> Brunel		<i>Some should be used to compare aspects of life in different periods</i> <i>Grace Darling</i>

Geography	<p>Mapping School Grounds -devise a simple map; and use and construct basic symbols in a key Countyside code.</p>	<p>Vocab of Human and Physical geography First hand observations of local area. Name the 4 countries and capital cities of the UK, and surrounding seas. Mapping of Local area Compare geographical similarities and difference of this area to a small area in NON European country Name Human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - Uses Compasses NESW and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use photographs and plan perspectives to recognise landmarks and basic human and physical features;  Learn own address</p>	<p>Name the 7 continents of the world and 5 oceans  Use atlases and globes  identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  - Uses Compasses NESW</p>	<p>Towers around the world and locally Bridges around the world and locally</p>	<p>Plants local and worldwide  Rainforest</p>	<p>Name Geographical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation  Revisit use of atlases, globes, seasonal weather, continents and oceans.</p>
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Art	Pencil Sketching Symmetry 3D model of Insect Lifecycle	<i>Art Work by Peter Brooks and Roger Davies (Of Brighthouse) Develop Further Drawing/Painting of Own house or the School.</i>	Tie Die Pirate Bandana  Digital Art Pirate Day and Collage	Paul Klee – Castle  Mixed media collage Brunel	Van Gogh Sunflowers  Large Scale art work – Printing June Festival Flower pressing	Andy Goldsworthy – Natural Sculpture Lighthouse Collage /Paint mixed media
DT Design Make Evaluate	Create a minibeast home. Felt Norman the Slug Felt Sewing	Make buildings like those seen on our walk in the local area.	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Design and build a bridge to a certain specification -build structures, exploring how they can be made stronger, stiffer and more stable	Selecting a scent and making scented dough.  Sew lavender bags.	Light house models
PSHE	<p><b><u>LIVING IN THE WIDER WORLD</u></b></p> <p><b>Growing and Changing</b> <b>59</b> change loss</p> <p><b>Healthy Lifestyles</b> <b>58</b> feelings, managing feelings.</p> <p><b>Rights and Responsibilities</b> <b>79</b> Classroom rules <b>80</b> rights, responsibilities needs <b>84</b> everybody individual, unique, special</p> <p><b>Money</b> <b>83</b> money, spending, saving safety</p>	<p><b>Keeping safe:</b> <b>64</b> safety, road, water rail, fire online rules.</p> <p><b><u>RELATIONSHIPS</u></b> <b>Feelings and Emotions</b> <b>68</b> communicating feelings empathy <b>69</b> behaviour, fair/unfair, right/wrong</p> <p><b><u>LIVING IN THE WIDER WORLD</u></b> <b>Taking Care of the Environment</b> <b>82</b> environment</p> <p><b>Rights and Responsibilities</b> <b>81</b> groups, community ethos <b>85</b> people similarities commonalities <b>86</b> community, special people, help, emergencies</p>	<p><b><u>HEALTH AND WELLBEING</u></b></p> <p><b>Healthy Lifestyles</b> <b>55</b>, health, wellbeing, healthy eating, physical activity, sleep, dental health. <b>56</b> health, likes, dislikes, choices <b>60</b> hygiene, cleanliness germs.</p> <p><b>Growing and Changing</b> <b>57</b> achievements, strengths, goals, target setting <b>61</b> growing, changing, young to old, independence. <b>62</b> correct terminology, body parts external genitalia.</p>	<p><b><u>HEALTH AND WELLBEING</u></b></p> <p><b>Keeping Safe</b> <b>63</b> medicines, household products, safety risk. <b>64</b> safety, road, water rail, fire online rules. <b>65</b> asking for help <b>66</b> privacy, respecting privacy</p>	<p><b><u>RELATIONSHIPS</u></b></p> <p><b>Healthy Relationships</b> <b>70</b> secrets, surprises, safety <b>72</b> co-operating, resolving arguments</p> <p><b>Valuing Difference</b> <b>71</b> sharing, discussion, views, opinions</p>	<p><b><u>RELATIONSHIPS</u></b></p> <p><b>Valuing Difference</b> <b>73</b> people, similarities, differences.</p> <p><b>Healthy Relationships</b> <b>74</b> special people, caring <b>75</b> physical contact, touch, acceptable unacceptable</p> <p><b>Feelings and Emotions</b> <b>76</b> feelings, bodies, hurt, comfortable, teasing, <b>bullying</b>. <b>77</b> teasing bullying</p>

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RE Themes	<b>God</b> What do Christians believe God is like? (Digging Deeper) <b>UC 1.1</b>	<b>Incarnation</b> Why does Christmas Matter to Christians <b>(Digging Deeper ) UC 1.3</b>	<b>1.8</b> Who am I and what does it mean to belong?	<b>Salvation</b> Why does Easter Matter to Christians? <b>(Digging Deeper) UC 1.5</b>	<b>1.10</b> How should we care for the world and for others, and why does it matter?	<b>1.9</b> What makes some places sacred to believers?