

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	Describing boat paintings Pirate character description Non fiction book on Captain Cook or Pirate ship Acrostic RESCUE poem Postcard writing	Label parts of castle Recount of visit The Tunnel – story map 3 Billy Goats – complaint letter writing	Recount of visit to garden centre Favourite plant facts 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 -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests	microhabitats -identify and name a variety of plants and animals in their habitats, including micro-habitats -notice that animals, including humans, have offspring which grow into adults	Building 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 -find out how the shapes of solid objects made from some	Pirate Family Diet survival needs desert island -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise,	Strength Materials strength, experiment -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Tunnelling animals	Plants/Flowers -explore and compare the differences between things that are living, dead, and things that have never been alive -observe and describe how seeds and bulbs grow into mature plants	Sea Creatures Group animals according to where they live and what they eat (Y1 Herbivore, carnivore, omnivore) Life Cycle of a sea creature -notice that animals, including humans,

<p>-identifying and classifying -using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions.</p>	<p>insects Bug hunt/table frequency chart Classify insects Block Graph make habitats Lifecycle of a bee Food chains Snail investigation</p>	<p>materials can be changed by squashing, bending, twisting and stretching. Suitability for purpose of similar objects made from different materials in the household/kitchen</p>	<p>eating the right amounts of different types of food, and hygiene</p>	<p>-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, and how they depend on each other 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>-find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Senses to explore garden centre. 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</p>	<p>have offspring which grow into adults Rock pool Creatures</p>
<p>History</p>		<p>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Mrs Oliver how shopping has changed) -significant historical events, people and places in their own locality.</p>	<p>Famous explorers- events beyond living memory that are significant nationally or globally -the lives of significant individuals in the past who have contributed to national and international achievements. James Cook</p>	<p>Why castles were built. Trebuchet/Defences Brunel (Knights and Jousting) Timelines identify similarities and differences between ways of life in different periods Industrial Revolution Brunel</p>		<p>Compare aspects of life in different periods – seaside holidays Grace Darling</p>

<p>Geography</p>	<p>Mapping School Grounds Devise a simple map; and use and construct basic symbols in a key</p> <p>Countryside code – looking after our environment</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</p> <p>Use 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</p>	<p>Name the 7 continents of the world and 5 oceans</p> <p>Use atlases and globes</p> <p>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</p> <p>- Uses compasses NESW</p>	<p>Towers around the world and locally</p> <p>Bridges around the world and locally</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Look at plants locally and worldwide</p> <p>Rainforest – comparison of climate, vegetation</p>	<p>Name Geographical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</p> <p>Revisit use of atlases, globes, seasonal weather, continents and oceans.</p>
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		and basic human and physical features; Learn own address				
Art	Pencil Sketching Symmetry 3D model of Insect Lifecycle	Art Work by Peter Brooks and Roger Davies (Of Brighthouse) Develop Further Drawing/Painting of Own house or the School.	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 a sculpture of a minibeast	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 Jigsaw Scheme	Being Me	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me
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RE Themes	God What do Christians believe God is like? (Digging Deeper) UC 1.1	Incarnation Why does Christmas Matter to Christians? (Digging Deeper) UC 1.3	1.8 Who am I and what does it mean to belong?	Salvation Why does Easter Matter to Christians? (Digging Deeper) UC 1.5	1.10 How should we care for the world and for others, and why does it matter?	1.9 What makes some places sacred to believers?