

2021-2022 Long term plan Y2B & Y2K

Rational for our Year 2 curriculum.

In Year 2 we build on the foundations from Year 1 and we have planned opportunities for our children to draw upon and extend their prior knowledge. We have chosen topics which the children enjoy: we want to make learning 'irresistible' and our curriculum will change depending on our children: there is no limit to our thirst for learning. We aim to provide memorable learning experiences, making links where possible and allowing the children to form cohesive and well sequenced knowledge; for example, we build on the diary work in Year 1 through our Great Fire of London topic. In Year 2 we offer a broad and balanced curriculum which fulfils and exceeds the national curriculum, is relevant to our children and enables all children to make progress. We have also made links with our local area; for example, Beatrix Potter had family in Stalybridge and our habitats topic involves a local visit. We have chosen quality texts and a mixture of picture books and more traditional books, including the classic Princess Smartypants. The rich texts will allow our children to build upon their vocabulary knowledge and further encourage us to be a year group which loves reading!

Our topics are planned in conjunction with Year 1 staff and Year 3 staff to ensure a clear sequence of skills across year groups.

| | Autumn 1 8 wks 31/9-19/10 Happily Ever After | Autumn 2 7 wks 2/11-14/12 Frozen Planet | Spring 1 6 wks 4/1-8/2 Fire! Fire! | Spring 2 6 wks 22/2-29/3 Who wrote Peter Rabbit? | Summer 1 5 wks 19/4-17/5 Weird and wonderful creatures | Summer 2 7 wks 7/6-26/7 |
|---------------------------|---|--|---|--|---|---|
| Maths | Place value (4) Addition and subtraction (4) | Addition and subtraction (3) Money (2) Multiplication and division (2) | Multiplication and division (4) Fractions (2) Assessments | Fractions (1) Shape (3) Stats (2) | Time (2) Length and height (2) Position and direction (1) | Mass, capacity and temperature (3) Consolidation and problem solving (3) |
| English | Narrative - Traditional tales with a twist (Y1 Cinderella, Little Red Hen) Instructions | Poetry – free verse Persuasion (letter writing to FC) News report | GFoL poetry (diamantes) First Person narrative (diary entry) (Y1 beanstalk diary) | Stories by the same author (Beatrix Potter) (Y1 Jill Murphy study – retell the story) | Non chronological report | Stories in familiar settings (Y1 Jill Murphy, Dogger) |
| Writing assessment | Instructions (Eggbox Dragon) | News report (Shackleton's journey) | Diary/retell | Information text (author fact file) Retell (BP story) | Animal report | Bee & Me retell (putting the words to the picture book) |
| English texts | Rapunzel (4) | Winter Sleep: a hibernation story. | Toby and the GFoL | Various Beatrix Potter books | Dougal's Deep Sea Diary | Bog Baby Bee&Me |

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| | The Adventures of Egg Box Dragon (4) Paperbag Princess The three little wolves and the big bad pig Small knight and George and the Royal Chocolate Cake The snowflake mistake | Shackleton's journey. Little People, Big Dreams: Ernest Shackleton. | Charlie and the GFoL Vlad and the GFoL | | Tiddler Duffy's lucky escape Hodgeheg Various animal non-fiction texts and examples | Hodgeheg The big book of the blue The clue is in the poo One plastic bag |
| Science | Use of every day materials (Y1 designing umbrellas) | Animals including humans (Y1 how humans grow, our pets) | | All living things and their habitats (not covered in Y1) | Plants – Ready, steady, grow! (Y1 beans, nastursiams) | All living things and their habitats (not covered in Y1) |
| Experiment focus' | | How does growing affect our bodies? | | | What do plants need to grow? (cress/grass) | Trip |
| Geography | Location of castles Who lived there? Why were castles built? Where? | Frozen Planet Covers: Continents, Oceans (new to Y2), weather/climate (covered in Y1 science) | Capital city (London focus) | | Mapping skills (Y1 map of classroom) | |
| History | Differences between then and now (castles). Significant events beyond living memory. Significant person - William the Conqueror (Y1 cover events in living memory) | | Significant person – Samuel Pepys Significant events beyond living memory (GFoL) | | Stalybridge then and now – changes on the high street | |

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| Art | Colour chaos – (twinkl and access art unit) | Houses from around the world (access art) (auroura borealis art) | | | Minibeast artwork (access art) | Nature sculptures (twinkl unit), mono printing with oil pastel and carbon copy paper (access art) |
| D&T | Shield design and make. Egg Box Dragon | | Dips and dippers – links to healthy eating, SCARF and science (twinkl planit) | | | |
| RE | Who is a Muslim and what do they believe? | | How and why do we celebrate special and sacred times? | | How should we care for others and the world and why does it matter? | |
| PDMU | Me and My Relationships | Valuing Differences | Keeping Myself Safe | Rights and Responsibilities | Being My Best | Growing and Changing |
| RSE | | R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) | H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety | L4. That they belong to different groups and communities such as family and school R8. To identify and respect the differences and similarities between people | R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid | L8. Ways in which they are all unique; understand that there has never been and will never be another 'them' L9. Ways in which we are the same as all other people; what we have in common with everyone else |
| No outsiders text focus | First Slodge | Blown Away | | Families The Odd Egg | | What the Jackdaw saw |

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| Computing | Creating pictures and bee-bots (beginning coding) | Online safety | Research using a search engine | | | Coding (+ bee-bots) |
| Music | Little Red Riding Hood | | The Great Fire of London (BBC Teach) (3 sessions) | | | |
| Special occasions | Science week 4 th -10 th October | Diwali (14 th November) Bonfire Night Remembrance – 8 th November Anti-bullying week 16 th -20 th Nov | Chinese New Year (Friday 12 th Feb) Valentine's day Safer Internet Day 9 th February | Mother's Day (14 th March) St George's Day (23 rd April) World Book Day (4 th March) | Father's Day (20 th June) | |
| Trips | Beeston Castle | | Sir William Petty (visitor) or Staircase House | | | |

Text in red highlights learning from Year 1.