



# Year 2 Long Term Curriculum Plans 2017-2018

	<b>Autumn: What is it like to live in the Forest?</b>		<b>Spring: Living things – Real or make believe?</b>		<b>Summer: We are Explorers!</b>	
	<b>Autumn 1 – 8 weeks Autumn 2 – 7 weeks</b>		<b>Spring 1 – 6 weeks Spring 2 – 5 weeks</b>		<b>Summer 1 – 6 weeks Summer 2 – 7 weeks</b>	
<b>English</b>	<p><b>Poetry</b> <b>Structured poems, Calligrams and Shape poems</b> What do you notice about the poem? What language has the poet used? What do you like/dislike about the poem?</p> <p><b>Narrative</b> <b>Fairy tales and Traditional Tales with a twist</b> <b>Little Red Riding Hood</b> What is a traditional tale? What are the features of a traditional tale? What is the same within these versions of Little Red Riding Hood? What is different between the versions of the story?</p> <p><b>Non-fiction</b> <b>Explanation text – Animals in the forest</b> What is an explanation text? What are the main features of an explanation text? What makes a good explanation text? What will you include in your explanation text?</p> <p><b>Non-fiction</b> <b>Recounts – Letters</b> What are the features of letters? What does formal and informal mean? What do we need to include in our letters?</p>		<p><b>Poetry</b> <b>Poems on a Theme</b> How can you enhance your poem performance? How can we use different features within your poem? What do you like or dislike about the poem? How could I improve my poem?</p> <p><b>Narrative</b> <b>Stories by the same author – Julia Donaldson</b> Are there common features between her books? What do we know about the Julia Donaldson? What features do we see in Julia’s books? Can we write a story in the same style as Julia Donaldson?</p> <p><b>Narrative</b> <b>Myths</b> What is a myth? How do we identify a myth? What are the features of a myth? Can we use the features of a myth to write our own?</p> <p><b>Non-Fiction</b> <b>Instructional writing - How to catch a dragon/giant?</b> What are the features of instructional writing? What is sequential language? Can you identify instructional language? How do we present our instructions?</p>		<p><b>Poetry</b> <b>Classic Poetry</b> What do you notice about the poem? What language has been used for effect? What do you like about the poem? What would you change about the poem? How do we know it is a classic poem?</p> <p><b>Narrative</b> <b>Narrative stories with recurring Literacy Language</b> What is the repetitive language in this story? What effects does it have on us the reader? Can you write your own story using repetitive language?</p> <p><b>Non-Fiction</b> <b>Non-Chronological report</b> What are features of a non-fiction book? Are all non-fiction books the same? What do we need to include in a non-chronological report?</p> <p><b>Narrative</b> <b>Adventure story</b> What are the features of an adventure story? How does an adventure story make you feel? Can you write your own adventure story?</p>	
<b>Key Texts</b>	<p>Word Whirls and Other Shape Poems Little Red Riding Hood the time, Grandma Wolf? Very little Red Riding Hood Red Riding Hood and the sweet Little Wolf</p>	<p>Wildlife in your garden Hedgehogs Wildlife non-fiction texts for information</p>	<p>Gruffalo Gruffalo’s child King Midas’s Touch – Early reader version</p>	<p>How to catch a dragon – Pie Corbett How to catch a dragon (Albie)</p>	<p>Room on a broom Non-fiction texts – explorers</p>	<p>We’re going on a bear hunt What the ladybird heard What the ladybird heard on holiday</p>

<b>Mathematics</b>	<b>Number: Place Value</b> <b>Number: Addition and Subtraction</b> <b>Measurement: Money</b> <b>Number: Multiplication</b>	<b>Number: Division</b> <b>Statistics</b> <b>Geometry: Properties of Shape</b> <b>Number: Fractions</b> <b>Measurement: Length and Height</b> <b>Consolidation</b>	<b>Position and direction</b> <b>Problem solving and efficient methods</b> <b>Measurement: Time</b> <b>Measurement: Mass, Capacity and Temperature</b> <b>Investigations</b>	
<b>Science</b>	<b>Living things and their habitats</b> What grows and lives in different habitats? What is a food chain? I can explore and compare the differences between things that are living, dead and things that have never been alive. I can identify and name a variety of plants and animals in their habitats including micro-habitats. I can compare the differences between living things.	<b>Animals, including humans</b> What are the names of different animal's offspring? What do animals need to survive? What is the lifecycle of a human/frog/caterpillar?	<b>Use of Everyday materials</b> What materials are used for things and why? I can identify the different properties of materials? I can explain how materials can be changed using squashing, bending, twisting and stretching.	<b>Plants</b> How do seeds grow? What do plants and seeds need to grow successfully? I can observe and record how seeds and bulbs grow? I can explain the lifecycle of a plant.
<b>Twitter</b>	<b>RSPB (@Natures_Voice)</b> <b>National Geographic for kids (@NGKids)</b>	<b>Chester zoo (@chesterzoo)</b>	<b>RHS – (@RHSSchools)</b>	
<b>History</b>	<b>Events beyond Living Memory that are significant Nationally</b> <b>Bonfire Night</b> Why do people celebrate Bonfire Night? Who is Guy Fawkes? How has it changed over time? <b>Remembrance Day</b> Why do we have Remembrance Day? What is a poppy and why do people wear them?	<b>The lives of significant individuals in the past who have contributed to national and international achievements.</b> Who was Queen Victoria? Who was Queen Elizabeth 1? What happened in their reigns? How were their reigns similar and how were they different? What were their achievements?		
<b>Twitter</b>				
<b>Geography</b>	<b>Why don't penguins need to fly?</b> Where is Pip's home and what do we find there? How are penguins able to survive in Antarctica? How does Antarctica compare with the Sahara Desert? How is Artic different from the Antarctic?	<b>Why does it matter where our foods come from?</b> Where do dairy products come from? How does our list of favourite fruit and vegetables compare with the favourites of other people? Why is it important to know all about sugar?	<b>How does the geography of Kampong Ayer compare with the geography of where I live?</b> How does the location of Kampong Ayer compare with where I live? How do people's homes at Kampong Ayer compare with mine? How does the weather at Kampong Ayer compare with the weather where I live?	
<b>Twitter</b>	<b>(@AntarcticaNews)</b>	<b>(@sainsburys)</b>	<b>(@metofficeUK)</b>	

<b>Art</b>	<b>Drawing</b> Portraits – Picasso and Warhol.			<b>Sculpture</b> Den Building -using different materials	<b>Printing</b> Symmetry, repeating patterns, still prints Man made/natural objects, wallpaper (Hokusai)	
<b>Twitter</b>						
<b>D&amp;T</b>		<b>Cooking and Nutrition</b> Smoothie making and where the food comes from?	<b>3D Models</b> Exploring, designing, making and evaluating castles			<b>Sewing and cutting</b> Exploring, designing and making bunting using different materials – sewing to join.
<b>Computing</b>	<b>Digital Safety</b> How do I use the Internet safely? What rules can I follow to help me keep safe?	<b>IT Skills (Presentation skills)</b> How can I present my information? What programs can I use to present the information?	<b>Digital Literacy</b> <b>We are researchers</b> How can we research a topic? How can we use the Internet develop our research skills?	<b>Digital Literacy</b> <b>We are photographers</b> How we can use a digital camera to take better photographs? I can edit and enhance their photographs	<b>Programming</b> <b>We are astronauts</b> How can we use instructions and algorithms to help program? How could I evaluate and change my programming to improve it?	<b>Programming</b> <b>Write an animation</b> How can we a program to help us animate?
<b>Music</b>	<b>Charanga Music Prog.</b> Hands, Feet, Heart – South African Music.	<b>Charanga Music Prog.</b> Babushka – General Christmas music.	<b>Charanga Music Prog.</b> Glockenspiel Stage 1 – Learning an instrument.	<b>Charanga Music Prog.</b> I wanna play in a band – Rock music.	<b>Charanga Music Prog.</b> Zootime – Reggae Music.	<b>Charanga Music Prog.</b> Reflect, Rewind, Replay – Western classical music.
<b>PE</b>	<b>Team games</b> Agility and coordination	<b>Throwing and Catching</b> Catching and throwing activities <b>Kicking and striking</b> Football and bat & ball skills	<b>Gymnastics</b> Travelling, shapes, jumping, balancing and rolls.	<b>Dance</b> Linked to mythical creatures	<b>Dance</b> Linked to mythical creatures	<b>Sports day practice</b> Athletics – running and other races.
<b>Twitter</b>			Beth Tweedle			
<b>RE</b>	Christianity Is it possible to be kind to everyone all of the time? <ul style="list-style-type: none"> <li>What does being kind mean?</li> <li>What makes it tricky to be kind?</li> </ul>	Christianity Christmas – why do Christians believe God gave Jesus to the world? <ul style="list-style-type: none"> <li>Discuss Superheroes and what their job is? (protect people)</li> </ul>	Judaism Why is food special? <ul style="list-style-type: none"> <li>Looking at different celebration meals and discuss what the celebrations are.</li> <li>Discuss how different</li> </ul>	Christianity Easter – Resurrection <ul style="list-style-type: none"> <li>Discuss seasons and the changes that happen – e.g. plants die off in winter</li> <li>Discuss the symbolic meanings of Easter eggs,</li> </ul>	Judaism How important is it for Jewish people to do what God has asked them to do? <ul style="list-style-type: none"> <li>Talk about arrangements we have all made – new</li> </ul>	Judaism What is the best way for a Jew to show commitment to God? <ul style="list-style-type: none"> <li>Discuss how old you need to be to: <ul style="list-style-type: none"> <li>Make a cup</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• What do Christians learn from the stories Jesus told? Good Samaritan story</li> </ul>	<ul style="list-style-type: none"> <li>• Read story – George saves the world by lunchtime</li> <li>• Discuss why Christians believe that God gave Jesus to save the world</li> <li>• Recap the Christian’s Christmas story</li> </ul>	<p>people have different celebrations and special food and respecting each other’s different answers</p> <ul style="list-style-type: none"> <li>• Learn about Passover and the Seder meal</li> <li>• Children to draw their own special meal and explain their meal</li> </ul>	<p>Hot Cross buns to Christians in relation to the Easter story</p> <ul style="list-style-type: none"> <li>• Discuss what is meant by resurrection in relation to the Christian story of Easter</li> <li>• Discuss the importance that it is ok for people to have different beliefs.</li> <li>• What do you think represents new life?</li> </ul>	<p>year resolutions, promises, agreements – chores and pocket money</p> <ul style="list-style-type: none"> <li>• Discuss Jewish people’s beliefs and the Covenant</li> <li>• Jewish homes – Mezuzah – look at the scroll – discuss about Hebrew language – the Shema</li> <li>• Children to write their own promise</li> </ul>	<p>of tea</p> <ul style="list-style-type: none"> <li>○ Go to the shops on our own</li> <li>○ Drive a car</li> </ul> <ul style="list-style-type: none"> <li>• Discuss the ten commandments</li> <li>• Look at Mitzvoh and Bar Mitzvah and what they mean to Jewish people</li> <li>• Create a class list of how Jewish people show commitment to God</li> </ul>
<p><b>PSHE</b></p>	<p><b>SEAL - New Beginnings</b></p>	<p><b>SEAL - Getting on and Falling Out</b></p>	<p><b>SEAL - Good to be Me</b></p>	<p><b>SEAL - Going for Goals</b></p>	<p><b>SEAL - Relationships</b></p>	<p><b>SEAL – Changes</b></p>
	<p>SEAL will be the main element of PSHE but the following planning schemes will be taught throughout the year PREVENT, P4C, Mental Health and Different Families, Same Love (see additional planning on website).</p>					