



## Year 2 Long Term Planning 2023 -2024

Please note that only key national curriculum objectives have been identified and that further objectives can be found on the MTP.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Value</b>	<b>Pride</b>	<b>Confidence</b>	<b>Respect</b>	<b>Equality</b>	<b>Belief</b>	<b>Trust and responsibility</b>
<b>British values</b>	<b>Rule of law</b>	<b>Democracy</b>	<b>Mutual respect</b>	<b>Individual Liberty</b>	<b>Rule of law</b>	<b>Acceptance</b>
<b>Core texts</b>	Jim & the Beanstalk- Raymond Briggs The Jolly Postman - Allan Ahlberg	Room on the Broom - Julia Donaldson Rapunzel - Bethan Woollvin (PoR)	Claude in the City - Alex T Smith (PoR)	Mr Wolf's Pancakes- Jan Fearnley Wolves - Emily Gravett (PoR)	Lila and the secret of rain - David Conway (PoR)	Lost and Found - Oliver Jeffers (PoR)
<b>Writing Genres</b>						
<b>Fiction</b>	Writing to entertain: Character invention & description (giant)  Writing to entertain: Setting description (Top of the beanstalk)  Story sequencing Roll on the Wall	Writing to entertain: Fairytale – alternative version (Fairy Tale)  Writing to entertain: Character description (Gruffalo)  Writing to entertain - Potion poetry	Writing to entertain: Character and setting description  Writing to entertain: Own narrative in an alternative setting (Adventure)	Reoccurring language Sequencing  Writing to entertain: Narrative (Adventure)	Writing to entertain: Narrative from Africa Author's use of language Create characters and plot	Writing to entertain: Story Sequencing Author's use of language



<b>Non-fiction</b>	Writing to inform: Letter to the giant. Letter to Goldilocks.	Writing to entertain: Diary entry from Rapunzel's point of view.  Writing to explain: How to defeat a witch.	Writing to persuade: Postcard from Claude to visit the city.	Writing to inform: Instructions - How to make pancakes  Writing to inform: Non-chronological report about wolves	Writing to inform: Instructions  Writing to discuss: Debate  Writing to entertain: Letter  Writing to entertain: Diary entry from Lila's point of view.	Writing to inform: Letter to a friend describing the journey to the South Pole.  Writing to inform: Non-chronological penguin report Factfile Penguins
<b>Cross-curricular writing opportunities</b>	Science: Instructions Art: Review of a piece of art	Geography: weather report DT: Instructions	History: Diary, letter	History: Newspaper report & Diary	Geography: Diary Science: Persuasion	Geography: Recount Science: Non-chronological animal groups report
<b>Maths</b>	Place Value Addition & Subtraction	Addition & Subtraction Money	Multiplication & Division Shapes	Fractions Measurement: Height and Length	Statistics Time Position and direction	Mass, capacity & Temperature Consolidation
<b>Cross-curricular maths links</b>	English: Mass & multiples of 10g to 100g	English: Capacity & length Computing: Shapes, Position & Direction	Science: Statistics & time	History: Time, statistics & temperature	Geography: Time Computing: Position & Direction	Science: Statistics



	Science: Time and height			Science: temperature & time		
<b>Science</b>	Animals including humans	Plants	Uses of Everyday Materials (revisit animals including humans and plants)		Living things and their habitats (revisit animals including humans and plants)	
<b>History</b>	How did Bradfordians change the lives of children during the Victorian Era?  Using appropriate language to describe the past Similarities and differences to today. Using pictures and historical maps		Why are the lives of Florence Nightingale, Mary Seacole and Nellie Spindler significant?  Sequencing events Using pictures, reference books and the internet	Why did we change the way we deal with fires?  Sequencing events and recalling interesting facts Researching using different resources		
<b>Geography</b>		Where in the World is the UK? Continents Capital cities and features of the UK			Where would you rather live in the UK or Kenya?  Compare and contrast to the UK Mapping skills	



<p><b>Art</b></p>	<p>Landscapes - Lowry</p> <p>Drawing using pastels and painting</p>		<p>Design and make a Florence Nightingale lamp using clay</p> <p>3D skills.</p>		<p>Printing, collage linked to African artist Martin Bulinya</p> <p>Printing and collage skills</p>	<p>African masks (3 weeks)</p>
<p><b>Design Technology</b></p>		<p>Textiles- coat for the class teddy</p> <p>Explore different textiles, develop sewing skills. Design, make and evaluate a coat.</p>		<p>Design and make a moving toy fire engine.</p> <p>Explore fire engines and moving toy vehicles.</p> <p>Design, make and evaluate a moving toy fire engine</p>		<p>Food – African Salad (3weeks)</p> <p>Explore food grown in other countries Design, make and evaluate an African salad using a recipe.</p>
<p><b>Music</b></p>	<p>Controlling Sounds through singing and playing (Play and Perform) Use voices expressively</p>	<p>Creating and developing musical ideas (Create and Compose)</p>	<p>Responding and reviewing appraising skills Explore and express ideas and feelings about</p>	<p>Listening and applying knowledge and understanding To listen with concentration and recall sounds within increasing aural memory.</p>		



	<p>Play tuned and un-tuned instruments</p> <p>Rehearse and perform with others</p>	<p>Create musical patterns</p> <p>Explore, choose and organise sounds and musical ideas</p>	<p>music using movement, dance and expressive and musical language.</p> <p>To make improvements to my own work</p>	<p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</p> <p>To understand that sound can be made in different ways and described using given and invented signs and symbols.</p> <p>To know how music is used for particular purposes</p>		
<b>PSHEE</b>	<b>Belonging</b>	<b>Keeping safe</b>	<b>Getting along and falling out</b>	<b>Money and work</b>	<b>Healthy lifestyles and healthy mind</b>	<b>Healthy relationships and growing up</b>
	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p>	<p>Safety in different environments; risk and safety at home; emergencies</p>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Making friends; feeling lonely and getting help</p>	<p>What money is; needs and wants; looking after money</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<p>Growing older; naming body parts; moving class or year</p> <p><b>RSHE</b></p> <p>Lesson 1- Differences: Boys and Girls</p> <p>Lesson 2- Differences: Male and Female</p> <p>Lesson 3-Naming the Body Parts</p>
<b>Online safety</b>	Self-image and	Privacy & security	Health, Well-being	Self-image and	Privacy & security	Managing



	identity	Copywrite & ownership Online Bullying Managing Information Online	& Lifestyle Online Relationships / Online Reputations	identity	Copywrite & ownership Online Bullying	Information Online Health, Well-being & Lifestyle
<b>Personal development</b>	To welcome different people	To have self confidence	To understand what diversity is	To talk about disability	To communicate in different ways	I know people of different faiths get along.
<b>British Values</b>	Rule of law	Democracy	Mutual respect	Individual liberty	Rule of law	Acceptance
	Belonging to a group; roles and responsibilities; being the same and different in the community	Safety in different environments; risk and safety at home; emergencies	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour  Making friends; feeling lonely and getting help	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year
<b>Religious Education</b>	2.1 How is new life welcomed?	2.2 How can we make good choices?	2.4 How can we look after our planet?	2.3 How and why do people pray?	2.5 What did Jesus teach and how did he live?	
<b>Computing</b>	Information technology	Photography and Digital Art -	Programming algorithms - Bee	Venn Diagram	Robot Helper	Speech Bubble Pictures



	<p>around us Identifying IT and how its responsible use improves our world in school and beyond.</p> <p>Computer Science/ Information Technology Computer Networks</p>	<p>Photoshopping Information Technology Creating Media</p>	<p>Bot App Computer Science Programming</p>	<p>Information Technology Data Handling</p>	<p>Computer Science Programming</p>	<p>Information Technology Presentations</p>
<b>PE</b>	<p>Games &amp; Gymnastics Master basic movements, balance and agility.</p>	<p>Games (Hockey) &amp; Dance Develop simple tactics for attacking &amp; defending. Perform dances using simple movement patterns</p>	<p>Games (Ball skills) &amp; Gymnastics Master co-ordination and tactics.</p>	<p>Games(Agility/Balance/Coordination) and dance Master movement, balance and agility</p>	<p>Games (Striking &amp; Fielding) &amp; Gymnastics Master movements, co-ordination and tactics.</p>	<p>Athletics &amp; Gymnastics Master movements, co-ordination and tactics.</p>
<b>Debating/Circle Time</b>	<p>Belonging</p>	<p>Witches are always bad characters.</p>	<p>Exercising and emergency services</p>	<p>Was King Charles II right to order houses to be blown up?</p>	<p>Continents and seas</p>	<p>Growing up and moving on</p>



<b>Educational Visits, Visitors, Experiences</b>	Cartwright Hall & Lowry workshops		Alhambra		RE visit: Church	Chester Zoo
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