

Falconers Hill Infants

Year Group: 2 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Value	Democracy.	The rule of law.	Individual Liberty	Individual Liberty	Mutual respect & tolerance of different faiths and beliefs	Mutual respect & tolerance of different faiths and beliefs
Values Drivers	Responsibility	Cooperation	Friendship	Safety	Respect	Honesty
Star Values	Listening	Communicating	Collaborating	Independence	Perseverance	Concentrating
Ongoing throughout the Year	Time to be taught daily, highlighting times during the day that match NC age related expectations (e.g. nearest minute 5 mins) Writing the days of the weeks Seasons and weather					
Enrichment	Diwali Day Harvest assembly Rachel N and Jax International day of peace [sept]	Bonfire Smart Ashby Manor visit Remembrance Christmas performance Church visit Tower of London tbc? Fire! Fire! School session Tower of London Historic Royal Palaces (hrp.org.uk)	Bertie the butterfly- PCSO E safety workshop Sign2sing . Children's Mental Health Week- Lets Connect World Religion Day	Shakespeare Smart day NMPAT recital World Book day	Kings coronation Shakespeare Smart day NMPAT recital Walk around the school grounds and visit our class tree	I am a Historian Week To visit Radar site Country Park Walk Beach Smart Dave Raptor Xotics Visit Link to Geography: Y1 Autumn 1- Daventry
Vipers	Owl that was afraid of the dark – Transition Unit The three little wolves and the big bad pig The magic and mystery of trees Science link: Revisit deciduous and evergreen trees.	Pumpkin Soup Great women of history History link: Inspirational women (Y1 link to Florence Nightingale).	The smartest giant in town I am the seed that grew into a tree Science link: Materials Autumn 2. Plants Autumn 1. Geography :Towns, cities and communities.	The great kapok tree A stage full of Shakespeare SATS preparation Science: Y2 Spring animals and habitats	The wind and the willows The storm whale	Voices in the Park Ruby's worry Science: Y2 Spring animals and habitats
Reading for Pleasure	Traction man is here Meerkat Mail Wolves	Little mouse's big book of fears Amazing Grace Pumpkin Soup	Who's afraid of the big bad book Dr Xargles Book of Earthlets Flat Stanley	Not now Bernard The Flower Gorilla	The Giraffe the pelly and mem Willa and old Miss Annie	Th owl who was afraid of the dark Emily Brown and the thing The day the crayons quit
English	Transition Unit: The Owl who was afraid of the dark. Narrative: Stardust by Jeanne Willis PD link – National Bird Day Computing link: Programming Creating a sequence of instructions as an algorithm on ScratchJr Creating a sequence of instructions for a floor robot (Y1)	Instructions- How to Make a Bird Feeder Narrative: My Christmas star RE link: Religious celebrations and festivals – Christianity and Christmas.	Non- chronological report: Hibernation Narrative: The Building Boy Science link to animals and habitats. Revisiting materials from Autumn 2.	Narrative: George and the Dragon Letter writing: This is how we do it Geography link: Comparing the UK to other non-European counties History link:: Writing letters to Sir David Attenborough	Traditional Tale: Little Red Reading Hood Lyrical Explanation: In My Heart PSHE link: Links to feelings taught previously	Poetry: If I were in charge of the world Persuasive Letter: The Day the Crayons Quit Revisiting drawing with different mediums from Art Spring 1.
Maths	Numbers to 100 Additions and subtraction	Addition and subtraction Properties of shape	Money Multiplication and division PSHE- living in the wider world- saving money- all year groups	Length and height Mass, capacity and temperature	Position and direction Problem solving Computing link: Programming Directing a floor robot around a mat (Y1)	Time Weight, volume and temperature Data collection/ Statistics

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<p>Science</p>	<p>Plants Observe and describe how seeds and bulbs grow into mature plants To know seeds and bulbs need the right conditions to grow Know mature plants have flowers that turn into berries/seeds and fruits Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Skills To closely observe plants growing from seeds/bulbs To investigate impact of conditions on the growth of seeds/bulbs Discuss similarities between seeds and bulbs</p> <p>Geography link to Year 1 Spring term: UK weather patterns.</p>	<p>Everyday Materials Knows and can explain why some materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are particularly suited to specific purposes Know glass is used for windows because it is strong and transparent Knows the difference between materials that are transparent, translucent and opaque Knows how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Skills Investigate if materials are fit for purpose Investigate transparency of objects and record findings in a table Ask and answer questions about materials</p>	<p>Animals and Living Things Knows and can explain the differences between things that are living, dead, and things that have never been alive Can describe how animals including humans have offspring which grow into adults. To name and describe the stages of an animal's growth To name and describe the stages of a human's growth Knows and can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and make the different sources of food.</p> <p>Skills To sort into living, dead and never been alive To compare two different animal life cycles Create a simple food chain from the local environment Compare food chains with references to predator/prey/herbivore etc Geography link to local environment – mapskills, habitats in our environment.</p> <p>Animal Smart Day with Raptor Xotics Cross-curricular Showcase: Show case piece – on animal group including >food chains/ habitat</p>	<p>Living things and their habitats Knows that most living things live in habitats to which they are suited To know a habitat provides shelter and protection for animals. Knows and can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other To know habitats are different To know animals are suited to different habitats Knows and can name a variety of plants and animals in their habitats, including micro-habitats Knows that to survive animals need sunlight, water, air, food and a suitable habitat</p> <p>Skills To discuss and explain why an animal is suited to their habitat To give key features of an animal to explain why it suits a habitat (polar bear/arctic) To give key features of a plant to say why it suits a habitat (cactus/desert) Geography link: North and South poles Summer 1 Year 1 Science link: Animal habitats in our environment - Science EYFS Growing and changing- PSHE link in EY- life stages</p> <p>Cross-curricular Showcase: Non-chronological report/ presentation piece for a habitat.</p>	<p>Humans (Health) Knows that exercise is important to humans and can explain why. Knows the different food groups and the benefits of each as part of a healthy, balanced diet Knows humans basic needs to stay alive To make reference to '5 a day' Knows which food groups common foods belong to. Knows about general hygiene and its importance and can state examples of hygienic practice. To know that teeth should be brushed twice daily To know the importance of washing hands and when to do this</p> <p>Skills Investigate the effect that exercise has on the body. Classify different foods Investigate how easily germs spread</p> <p>History link: Human health and progression in knowing how to stay healthy in sailors – Captain James Cook (Spring 2)</p>	<p>Working Scientifically Asking simple questions Answering questions in different ways such as gathering and recording data to help in answering questions Performing simple tests Observe closely using simple equipment using their observations and ideas to suggest answers to questions Sorting and classifying Make comparisons</p> <p>Skills Notice patterns Ask questions Carry out simple comparative tests Research to answer questions Use scientific vocabulary when having discussions or answering questions</p>
<p>Computing</p>	<p>Computing Systems and networks - IT around us Recognise common uses of information technology beyond school Identify examples of IT and that know some IT can be used in more than one way Sort IT by where it is found Demonstrate how IT devices work together Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Explain how rules can keep me safe</p> <p>History: Technology in the present day and how this differs to the past. PSHE- keeping safe- sharing pictures in Year 1</p>		<p>Creating media – Digital photography Use technology purposefully to create, organise, store, manipulate and retrieve digital content Explain the process of taking a good photograph Identify what is wrong with a photograph Recognise photographs that have been changed Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Explain how rules can keep me safe</p> <p>Skills Use a digital device to take a photograph Experiment with different light sources Geography link to Year 1 Spring 1: Using aerial photographs</p>		<p>Programming B – Programming Animations and Quizes Use commands to move a Sprite on the ScratchJr programme Use a start block to run a programme and add more blocks by joining them together Change the value of blocks that have numbers Show that a project can have more than one Sprite and add blocks to each Sprite Know an algorithm is a precise set of instructions which can be turned into code. Create an algorithm for each Sprite Choose appropriate artwork for each Sprite Test the programs that have been created Able to predict the outcome of a sequence of commands Able to create a program using a given design Improve a project by adding features Able to debug a program</p> <p>Skills Create and run a program on Scratch Jr using a given design. English link: Writing a set of instructions</p>	
<p>D&T</p>		<p>Structures/ sculpture</p> <ul style="list-style-type: none"> Have own ideas and plan what to do next Explain what I want to do and describe how I may do it Explain the purpose of the product, how it will work and how it will be suitable for the user 		<p>Textiles/ collage</p> <ul style="list-style-type: none"> Have own ideas and plan what to do next Explain what I want to do and describe how I may do it Explain the purpose of the product, how it will work and how it will be suitable for the user Describe design using pictures, words, models, diagrams, begin to use ICT 		<p>Mechanisms</p> <ul style="list-style-type: none"> Have own ideas and plan what to do next Explain what I want to do and describe how I may do it Explain the purpose of the product, how it will work and how it will be suitable for the user Describe design using pictures, words, models, diagrams, begin to use ICT

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		<ul style="list-style-type: none"> Describe design using pictures, words, models, diagrams, begin to use ICT Design products for myself and others following design criteria Choose best tools and materials and explain choices Use knowledge of existing products to produce ideas Describe some different characteristics of materials Join materials in different ways Explore how to make structures stronger eg joining, rolling or folding Investigate different techniques for stiffening a variety of materials Test different methods of enabling structures to remain stable Mark out materials to be cut using a template Use a glue gun with close supervision Explain what I am making and why it fits the purpose Make suggestions as to what I need to do next Join materials/ components together in different ways Measure, mark out, cut and shape materials and components with support Describe which tools I'm using and why Choose suitable materials and explain choices depending on characteristics Use finishing techniques to make product look good Describe what went well, thinking about design criteria Talk about existing products considering: use, materials, how they work, audience, where they might be used, express personal opinion Evaluate how good existing products are <ul style="list-style-type: none"> Talk about what I would do differently if I were to do it again and why 		<ul style="list-style-type: none"> Design products for myself and others following design criteria Choose best tools and materials and explain choices Use knowledge of existing products to produce ideas Measure textiles and mark out to the nearest cm to produce accurate pieces Demonstrate a range of joining techniques such as gluing, hinges or combing materials to strengthen Join textiles together to make a product, explain how I did it Explain choices of textile Carefully cut textiles to produce accurate pieces Understand that a 3d textile structure can be made from 2 identical fabric shapes (eg puppet) Cut out shapes which have been created by drawing around a template onto the fabric Join fabrics by using eg running stitch, glue Decorate fabrics with attached items eg buttons, sequins, beads, braids and ribbons Colour fabrics using a range of techniques eg fabric paints/ printing Design, make and use own template Join 2 pieces of material/ fabric using glue/ staples Join 2 pieces of fabric using running stitch Explain what I am making and why it fits the purpose Make suggestions as to what I need to do next Describe which tools I'm using and why Choose suitable materials and explain choices depending on characteristics Use finishing techniques to make product look good Describe what went well, thinking about design criteria Talk about existing products considering use, materials, how they work, audience, where they might be used, express personal opinion Evaluate how good existing products are Talk about what I would do differently if I were to do it again and why 		<ul style="list-style-type: none"> Design products for myself and others following design criteria Choose best tools and materials and explain choices Use knowledge of existing products to produce ideas Use levers and sliders confidently Begin to understand how to use wheels and axels Create products using winding mechanisms Use technical vocabulary when describing mechanisms, tools and materials they use Join appropriately for different materials eg glue/tape Try out different axel fixings and their strengths and weaknesses Make vehicles with construction kits which contain free running wheels Use a range of materials to create models with wheels and axels eg tubes, dowels, cotton reels Cut dowel using hacksaw and bench hook Attach wheels to a chassis using an axel Use a hole punch and insert paper fasteners for card Explain what I am making and why it fits the purpose Make suggestions as to what I need to do next Describe which tools I'm using and why Choose suitable materials and explain choices depending on characteristics Use finishing techniques to make product look good Describe what went well, thinking about design criteria Talk about existing products considering use, materials, how they work, audience, where they might be used, express personal opinion Evaluate how good existing products are <ul style="list-style-type: none"> Talk about what I would do differently if I were to do it again and why
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<p>Art & Design</p>	<p>Printing and pattern <u>Printing</u> Use a range of techniques to create patterns eg pressing, rolling, rubbing and stamping -relief prints/ block prints/ mono-prints Print with a wide range of objects, man made and natural. Experiment with over printing and colour Develop language to describe the printing process and use to describe their own and others' work.</p> <p><u>Pattern</u> Use a range of techniques to create patterns eg pressing, rolling, rubbing and stamping -relief prints/ block prints/ mono-prints Discuss regular and irregular shapes.</p> <p><u>Artist focus</u> Develop language to describe the printing process and use to describe their own and others' work.</p>	<p><u>Sculpture</u> Explore sculpture of malleable materials and manipulate malleable materials for a purpose - mod rock and pipe cleaner sculptures and clay pots Use clay to create sculptures Create textured pictorial designs using tools. Use scoring and slip to join clay parts together when creating their sculpture</p> <p><u>Artist Focus</u> To know that different printing techniques link to different artists</p>	<p>Drawing Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils - on the playground, fabrics, pastel paper Draw lines from observations Consider scale (comparative size of objects in a still life) when drawing. Draw the gaps (draw shapes in between objects) negative spaces Produce more detailed observational drawings of objects and paintings of self and other people Display shading and blending of colours in my drawings Use contrasting colours in portraits Explore how light and dark can affect the picture.</p> <p>Geography link: Gakonga: Ugandan artist – looking at the people and what they paint with in Uganda/Africa.</p> <p>Computing link: Creating Media Drawing marks and lines on a screen (Y1)</p>	<p>Collage Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Stitch, knot and use other manipulative skills. Cut and shape fabric using scissors Glue and stitch together using large eye needles Use simple applique Knot, fray, fringe, twist or plait threads/fabrics Overlap and overlay materials. Show awareness of contrasts in textures and colours. cut out shapes which have been created by drawing round a template onto the fabric. Begin to sew using a range of basic stitches.</p>	<p>Painting and choose colours for effect Define colours Make as many tints as possible using white poster paint- create pastel colours (link to Monet using mainly pastels in his work) Darken colours using black poster paint to create as many shades as possible Darken colours without using black Collect, sort and match colours to create an image</p> <p><u>Technique</u> visible brush strokes and dabs of paint in own work Use the space on a page effectively and consider the shapes of the objects as part of an overall composition. Use drawing and painting to convey a specific feeling. Create colour washes to create a background apply colour using dotting, scratching, splashing</p> <p><u>Artist focus</u> Use the work of a famous artist to inform their own still life and be able to compare similarities and differences with a famous painting and their own work.</p>	
<p>History</p>		<p><u>The Great Fire of London</u> Events beyond living memory: Significant Historical events, people and places in their locality</p> <p>From Year 1: <ul style="list-style-type: none"> Compare primary and secondary sources Use secondary resources to gather evidence Ordering the specific events that in the build to the great fire of London Building upon Year 1 knowledge of the comparison of London now and in the 17th Century- jobs, safety, changes in powder and population Yr 3 link- diaries and primary and secondary sources</p> <p>Geography link: London as a capital city in the present day. Houses in our local area- Daventry. Science link: material properties.</p> <p><u>Cross Curricular Showcase:</u> A recount or diary entry of/ from the Great Fire of London</p>		<p><u>Explorers through time</u> Changes within living memory: David Attenborough</p> <p><u>Events beyond living memory:</u> Captain James Cook</p> <p>From Year 1: <ul style="list-style-type: none"> Build upon knowledge of transport and technology how it has changed How maps have changed building upon Year 1 Geo Link to Florence Nightingale- medication and hygiene onboard ships prior to FG Geography link- Continents – Australia. Forms of travel and non-European countries. English link: Writing non-fiction facts and non-chronological reports/ letters to Sir David Attenborough and/or Captain James Cook Science link: animals and habitats</p>		<p><u>Inventors that have changed the world</u> The lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory</p> <p>Robert Watson-Watts Charles Mackintosh (Scientist)</p> <p>Significant Historical events, people and places in their locality Watson invented the first Radar in Daventry</p> <p>Charles Mackintosh links to Spring term materials in Science: Year 2 'suitability' of materials</p> <p>From Year 1: <ul style="list-style-type: none"> Link to Florence Nightingale when she changed hospitals to make cleaner, Inventors would create something to improve this – link to changes in hospital technology now. Materials- waterproof materials investigation Geography link: local areas near and around Daventry. Significant people within our locality.</p>
<p>Geography</p>	<p>Locational Knowledge: Name, locate and identify characteristics of London and it's landmarks.</p> <p>Place Knowledge: Understand and name human and physical features of a small area of the United Kingdom (Daventry).</p>		<p>Locational Knowledge: Name, locate and identify characteristics of the four countries in the UK and the capital cities and it's surrounding seas.</p> <p>Place Knowledge: Comparison between geographical similarities and differences of</p>		<p>Locational Knowledge: Name and locate the seven continents and five oceans.</p> <p>Seven continents in size order. 71% of the earth's surface is water.</p> <p>Revisiting the equator: North and south poles and climates linking to the equator.</p>	

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	<p>Comparing human and physical features between Daventry and London.</p> <p>Human and physical features:</p> <p>Human and physical features of Daventry.</p> <p>Geographical field work:</p> <ul style="list-style-type: none"> - Name and explain how maps, atlases, globes, compasses etc are used. - Know what a good map needs to have/effective map (Key, compass points, title, symbols) - Observe different maps including OS maps and google maps of Daventry and school area. - Plan a route to local place (shop/playing field). - Use a compass to direct from one place to another and recall compass points North-east, South-west. North-west etc. <p>Link to year 1 – Settlements, rural and urban and humans such as 'shops, office, town, city, village, house and physical features such as forest, river, fields, mountains.</p> <p>Revisit aerial photographs and simple compass points from Year 1. History link: Pre-teach of what life is like in London (Autumn 2)</p>		<p>human and physical features of Uganda Know that Uganda is a country in Africa and be able to locate it on a world map. Uganda on the equator.</p> <p>Human and Physical features.</p> <p>Know that the distance from the equator affects weather and climate. Know what life is like for people living in Uganda. Using geographical language to discuss school, life in Kampala. Skills:</p> <p>Recognising human and physical features in Kampala from aerial photographs and relate these to maps (includes using google maps and satellite images).</p> <p>Locating Uganda on a world map. Comparing human and physical features of Uganda and England. Comparison of lives of people in Uganda and UK through observations of film clips, letters, reviews of children's reports/textbooks. Make comparisons between different continents and oceans.</p> <p>Art link: To summer 1 drawing – Ugandan artist. Writing a 'setting' description of Uganda. Computing link: Creating media Digital photography Photographs and technology for finding information. Science link: Materials Autumn 2 (houses).</p> <p>Cross-curricular Showcase: Letters to our friends in Uganda</p>		<p>Science link: Animal habitats in Year 2 Spring 2. History link: Links to Captain James Cook – travelling to Australia.</p>	
RE	<p>Places in Judaism: What makes a place special for Jewish people?</p> <p>Cross Curricular Showcase: Fact-file about a special place for Jewish people</p>	<p>What can we learn from Jesus and St. Francis?</p>	<p>The Torah: How does the Torah influence the lives of Jewish people</p>	<p>What are the important Christian artefacts?</p>	<p>The Family in Judaism: How does being Jewish make a difference to family and celebration? Jewish calendars</p>	<p>The Revolt : Hannukah Story Shabbat</p>
Music		Music Express		Music Express		Music Express

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		Ourselves 1- Exploring sound Patterns 10- beat		Seasons 8- pitch Weather- exploring sounds Geography link: Equators and Seasons. Weather in UK and Uganda (Y1 Geog and revisited in Y2).		Our bodies 4- beat Water 11- pitch Our land 3- exploring sounds Cross-curricular writing Showcase: Review of a song Science link: Healthy bodies. Geography link: land and water.
PE	Real PE	Real Gym	Real Dance	Real PE	Real Gym	Real Dance
PSHE	Relationships (InMAT)	Me and Relationships (SCARF) Valuing Difference English link: Diverse families (single Dad family)	Living in the wider world (InMAT) Geography link: Lives of living people in Uganda. Compare and contrast with UK and Uganda.	Keeping Safe (SCARF)	Health and well-being (InMAT) Cross-curricular Showcase: Guidebook to keeping healthy History link: To year 1 – Florence Nightingale and Nurses. EYFS – people who help us. Year 2 – Captain James Cook – changing lives of sailors.	Being my best (SCARF)