

## Long Term Plan

**Year: 2**

Term	Term 1	Term 1	Term 2	Term 2	Term 3	Term 4	Term 5	Term 6	Term 6
<b>Subjects Covered</b>	Science/Art	Geography Kings and Queens	Criminal Responsibility	Art and Design	History	Science and Humanities	DT and science	History and Geography	History, Geography and art
<b>Driving Question(s)</b>	If I was a ladybird, where would I want to live?	How can we, as Geographers, investigate the differences between Banbury and London?	How would my life be similar or different if I were to grow up in Chembakolli, India?	How could we, as Year 2 Artists, create a masterpiece to be enjoyed by others in an art gallery?	What would our world have been like today if our early explorers hadn't taken risks?	How can we prove that all creatures' needs are different?	How can we create a puppet that children will want to buy?	If I joined Dashwood school in 1902, what would it have been like?	What were seaside resorts really like 100 years ago? How do they compare to today?
<b>Aspirations Condition</b>	Belonging Consideration	Confidence to Take Action Resilience	Respect	Fun & Excitement Motivation	Heroes Respectful	Curiosity & Creativity Imaginative	Fun and excitement	Belonging	Spirit of Adventure Bravery
<b>21st Century skills</b>	Resilience and collaboration	Resilience Entrepreneurialism Collaboration	Cognitive load management Transdisciplinarity Sense making	Productivity and Accountability Communication Cognitive load management	Creative and Adaptive thinking Sense - Making Communication	Entrepreneurialism Collaboration Creative and adaptive thinking	Resilience Creative and adaptive thinking Media Literacy	Sense making Creative and adaptive thinking Collaboration	Sense - Making Cognitive Load Management Communication
<b>Community link</b>									
<b>Trip/Visitor (inc. cost)</b>		Trip to London inc Key landmarks and National Art Gallery - Van gough, monet and Degas' pictures		Museum - £4.00 (TBC)	Local visits & visitors in – police, firemen etc - Free	Library trip - Free			Seaside - £10.00 Harriers - Free
<b>SMSC</b>	Spiritual - using imagination Awe and wonder		Social: Respecting each others ideas and reflect how different	Use imagination and creativity to explore ideas and feelings	Spiritual: awe and wonder at new discoveries	Spiritual: reflect on the interdependence of all living things	Spiritual: Using imagination and creativity	Is it right that Edward became King over his eldest daughter Victoria?	Moral: Scientific developments that may give rise to moral dilemmas

			cultures represent themselves						
<b>British Values</b>	Respect for each other and the environment	The Royal Family (write a letter to the Queen)	Respect and tolerance for difference cultures	Individual liberty: making their own choices	Democracy: taking the views of others into account	Rule of law: safety rules when working with creatures	Individual liberty: Making own choices	Moral: being curious about the past	Mutual respect: Working as a team
<b>Maths</b>	Place Value	Addition & Subtraction	Money	Multiplication & Division	Statistics Shape	Fractions Length & Height	Multiplication and division	Position & Direction	Mass, Capacity & Temperature
<b>English Writing</b>	<i>I am an author: Write a sorry card from the ladybird to the other creatures</i>	To write a journey story: On the way home <i>I am an author: letter writing</i>		To write a Wishing Story: The Snowman	To write a poem: If I was a Superhero To write a newspaper report	To write a Character Flaw story: :How the Camel got his hump	To write a warning story: The Magic paintbrush		To write a Lost and Found story: The Lighthouse Keeper Cat
<b>English Reading</b>	Revisit year 1 reading objectives	Chalk by Bill Thompson  Poetry: Crazy Mayonnaisy mum, The works KS1 or a first poetry book		Pattan's Pumpkin	Non Fiction: Is there anybody out there? By Nic Bishop	If you ever want to bring an alligator to school. Don't.	The Adventures of the Dish and the Spoon by Mini Grey		Non-fiction:?
<b>Class Reader</b>	Paddington	Paddington	Fantastic Mr Fox	Fantastic Mr Fox	Esio Trot	Mr Majeika	Mrs Pepperpot	Utterly me	Utterly me
<b>Phonics</b>	Silent Letters	Alternative Sounds	Alternative Sounds	Alternative Sounds	Suffixes	Alternative Sounds	Suffixes and Contractions	Conjunctions	homophones
<b>Science</b>	Micro-habitats frog lifecycle  <b>Investigation:</b> Changes in micro-habitats over time	Plants: germination, growth and survival of flowers and trees (discuss locally grown plants v's plants grown in Spain)	Plants that grow in India including herbs and spices		Understand the purpose of different materials for objects and their properties	The basic needs to animal survival how they are best suited to their habitat  Compare animals in familiar habitats at at seaside and	Understand the purpose of different materials for objects and their properties		<b>Investigation:</b> Changes in micro-habitats over time  Recap food chains and habitats at the seaside

		Life cycle of human (me and my family)				food chains  Healthy living for animals and humans  <b>Investigation:</b> Changes in micro-habitats over time			
<b>Computing</b>	E-safety	Programming: Use and follow instructions - algorithms <b>E-Safety:</b> beware of who you are talking to online		Simple searches on the internet and who created the information found <b>E-safety:</b> Keeping personal information safe online	Programming: Creating a program and debugging <b>E-safety:</b> online footprints	Using a keyboard, saving and opening files created  <b>E-safety:</b> dealing with inappropriate pop ups	Benefits of using technology and experiment with sound, graphics and graphs to present ideas <b>E-safety:</b> age appropriate APPs and games		Programming: Plan a simple algorithm <b>E-safety:</b> talking online to people you don't know
<b>History</b>		Queen Elizabeth II coming into reign and the role of the royal family and their impact on Britain and the World	Links to British Empire ruled India (link to introducing King Edward VII)		Use sources to study Christopher Columbus and Neil Armstrong to see how events have changed our lives today		(Recap on toys in the past)  <b>Local history Study:</b> History of Dashwood Academy during the Victorian period including how children were sanctioned in that era at school. (Recap toys from the past - Yr 1 topic)  King Edward the 7th (the Peace Maker)	Life a child links  Changes in leisure over time	

<b>Geography</b>	Recap map/routes and digital images of the school	<b>Maps Skills:</b> Use compass directions to locate features of a map Compare and contrast two localities - London to Banbury naming physical and human features. Recap key features of London, Capital Cities in the UK Countries in Europe	Non European comparison: Human and physical of Chembakolli in India and Banbury (Towns V cities)	Locate countries on a globe or map linked to artists	Oceans and seas Recap countries and introduce continents	Linked to countries, locate where different animals live including		Recap countries and continents where Edward visited  Recap maps of Banbury and features including the move of the school	Recap oceans and seas Compare and contrast Banbury vs a town on the coast - Seaside location
<b>Art &amp; Design</b>	Recap: 3D art and colour mixing Sketching minibeasts using different mediums		Rangoli art	<b>Artist Study:</b> Monet, Ken Bushe, Klimt, Kandinsky Painting & Drawing					Take one picture link - Degas 'Beach scene' and compare Monet Beach at Trouville
<b>DT</b>			Cooking-sweets		Structures: Redesign a new boat for Christopher colombus		<b>Textiles:</b> Design, make and evaluate a puppet		<b>Cooking and nutrition:</b> Healthy Eating-balanced diet
<b>PE</b>	Team Games Daily Mile	<b>Games:</b> Hitting, kicking and rolling with accuracy <b>Gymnastics:</b> Balancing and travelling with control to perform a sequence	Dance	<b>Dance:</b> Move with coordination and control to perform a sequence that shows a mood or feeling <b>Games:</b> Attacking a defending tactics	<b>Games:</b> Spatial awareness in games and following game rules <b>Gymnastics:</b> Move with control and coordination to perform a sequence.	<b>Dance:</b> Changing speed. direction when performing a sequence <b>Games:</b> Throwing and catching with accuracy in a game situation	<b>Athletics:</b> throwing, balancing, running, jumping techniques <b>Gymnastics:</b> Follow a sequence that follows a rule		<b>Athletics:</b> throwing, balancing, running, jumping techniques <b>Rounders:</b> throwing and catching techniques

