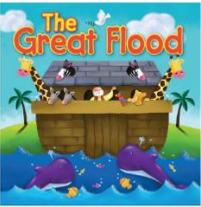
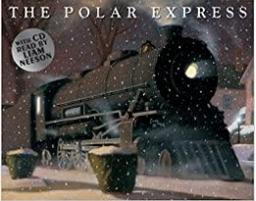
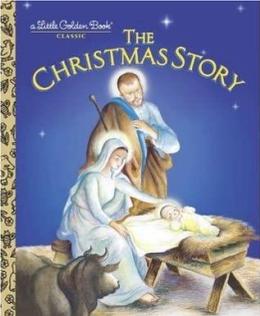
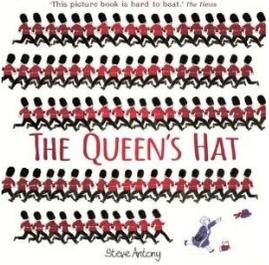
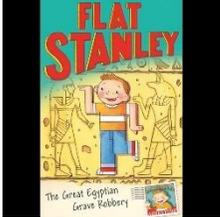
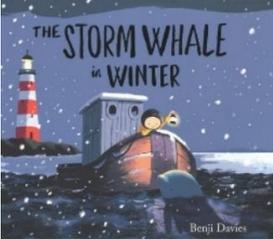
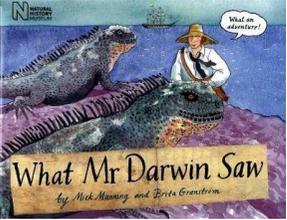
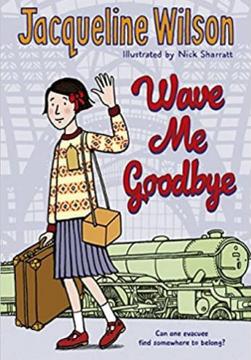
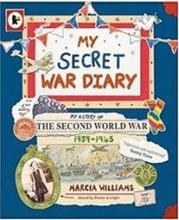


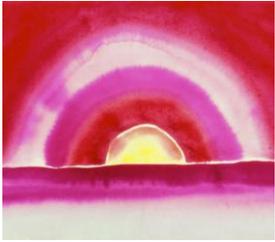
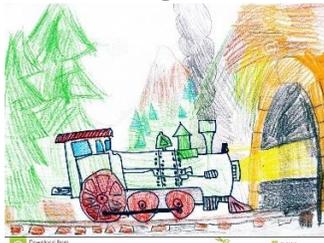
Year 2 Curriculum Long Term Plan

Whole School Theme	Home is where the heart is		Explorers		A Wild Adventure	
Year 2 Strand	Wild Weather	A gift to the world	Time Travellers	Tomb Dig	Land ahoy!	A child's war
Engaging question	How does the weather in Oxenhope compare to other places in the world?	Why did Jesus come to Earth?	Who are the Royal Family?	What did Howard Carter do?	Why do we love to be beside the seaside?	Why did children have to leave the city during WW2?
Books and Visual Literacy resources of focus	 	 	 	 	 	 

English Writing Genres	Non-chronological reports Instructions Recounts	Poetry week Traditional stories	Non-chronological reports Diary	Newspaper reports Labels, lists and captions Stories about fantasy worlds	Postcards Letters	Diary writing Narrative
Maths	Number - place Value Addition and subtraction	Addition and subtraction Money Multiplication and division	Multiplication and division Statistics Properties of shape	Fractions Length and height Consolidation	Position and direction Problem solving and efficient methods Time	Time Mass Capacity and temperature Investigations
Science	<u>Animals, including humans</u> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		<u>Plants</u> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<u>Use of everyday materials</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>Living things and their habitats</u> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	
Computing	<u>Online Safety</u> - To know how to refine searches using the Search tool. - To understand that information put	<u>Presenting ideas</u> - To explore how a story can be presented in different ways. - To make a quiz about a story or class topic. To	<u>Spreadsheets</u> - To use a spreadsheet to add amounts - To create a table and block graph	<u>Effective searching</u> - To understand the terminology associated with searching.	<u>Making music</u> - To be introduced to making music digitally using 2Sequence.	<u>Coding</u> - Understand what algorithms are; how they are implemented as programs on digital devices; and that

	<p>online leaves a digital footprint or trail.</p> <p><u>Questioning</u> - To show that the information provided on pictogram is of limited use beyond answering simple questions.</p> <p>- To use a database to answer more complex search questions. To use the search tool to find information.</p>	<p>make a fact file on a nonfiction topic.</p>		<p>- To gain a better understanding about searching on the Internet.</p> <p>- To create a leaflet to help someone search for information on the Internet.</p>	<p>To explore, edit and combine sounds using 2Sequence.</p> <p>- To add sounds to a tune they've already created to change it.</p> <p>To think about how music can be used to express feelings and create tunes which depict feelings.</p>	<p>programs execute by following precise and unambiguous instructions.</p> <p>- Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs.</p>
History	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>- Local flooding</p>	<p>events beyond living memory that are significant nationally or globally</p> <p>- Birth of Jesus</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>- Monarchs</p>	<p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>- Howard Carter</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>- Darwin</p>	<p>significant historical events, people and places in their own locality.</p> <p>- WW2 Evacuees</p>
Geography	<p><u>Human and physical geography</u></p> <p>identify seasonal and daily weather</p>	<p><u>Geographical skills and fieldwork</u></p> <p>use simple compass directions (North,</p>	<p><u>Human and physical geography - linked to science</u></p>	<p><u>Locational Knowledge</u></p> <p>name and locate the world's seven continents and five oceans</p>	<p><u>Geographical skills and fieldwork</u></p> <p>use world maps, atlases and globes to identify</p>	<p><u>Human and physical geography</u></p> <p>key human features, including: city, town,</p>

	<p>patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p><u>Place knowledge</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><u>Human and physical geography</u> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork</u> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>
<p>Art</p>	<p>To use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and discipline and making links to their own work.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To use a range of materials creatively to design and make products</p> <p>Drawing - Steam engine - Visit to KWVR to</p>	<p>To use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and discipline and making links to their own work.</p> <p>Portraits</p> <p>Different pictures of Queen Victoria</p>	<p>To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques I using colour pattern,</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -</p> <p>Egyptian freeze and masks</p>	<p>To use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and discipline and making links to their own work.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To use a range of materials creatively to design and make products</p>

	<p>How do artists portray the weather?</p>  	<p>draw the engine</p> 			<p>Shell Relief - Clay models</p> <p>Observational Drawing</p> <p>Artist Focus: Edward Hopper - Lighthouse</p> 	<p>Drawing evacuees</p> 
<p>Design Technology</p>	<p>Design, make and evaluate</p> <p>Making weather measuring devices</p>	<p>Design make and evaluate</p> <p>Making a bed for baby Jesus</p>	<p>Design make and evaluate</p> <p>Cooking and baking</p>	<p>Technical Structures</p> <p>Building pyramids</p>	<p>Design make and evaluate</p> <p>Building a lighthouse</p>	<p>Design make and evaluate</p> <p>Making a gas-mask</p>
<p>Music</p>	<p>Hands feet heart</p>	<p>Ho,ho,ho</p>	<p>I want to play in a band</p>	<p>Zootime</p>	<p>Friendship song</p>	<p>Reflect rewind replay</p>
<p>PSHCE</p>	<p>Valuing Differences</p>	<p>Me and my relationships</p>	<p>Keeping myself safe</p>	<p>Growing and changing</p>	<p>Rights and responsibilities</p>	<p>Being my best</p>
<p>PE</p>	<p>Rugby -</p> <p>Participate in team games, developing simple tactics</p>	<p>Gymnastics</p> <p>Master basic movements including jumping, developing balance, agility and coordination</p>	<p>Team building and problem solving -</p> <p>Participate in team games, developing simple tactics</p>	<p>Dance - Country Dancing</p>	<p>Cricket -</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Athletics</p> <p>Master basic movements including running, jumping, throwing, catching as well as developing balance, agility and coordination and begin to apply these in a range of activities</p>

<p>RE</p>	<p>Unit 1.1 What do Christians believe God is like? Digging Deeper</p> <p>Unit 1.2 Who do Christians say made the world?</p>	<p>Unit 1.2 Who do Christians say made the world? Digging Deeper</p> <p>Unit 1.3 Why does Christmas matter to Christians?</p>	<p>Unit 1.4 What is the Good news Christians believe Jesus brings? Digging Deeper</p> <p>Themed day based on Unit 1.9 What makes some places sacred to believers? TRIP TO CHURCH</p>	<p>Unit 1.5 Why does Easter matter to Christians? Digging Deeper</p>	<p>Unit 1.6 Who is a Muslim and what do they believe? Core AND Digging Deeper</p>	<p>Unit 1.10 How should we care for the world and for others and why does it matter? Core AND Digging Deeper</p>
<p>Educational Visits and Enrichments</p>		<p>KWVR visit</p>			<p>Blackpool visit</p>	