



Class: Year 2

Long Term Plan 2021-2022

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Question | A.1/2 Would you survive in the wild? | | Sp.1 What is our school made of? Sp. 2 Would you live in Kenya or the UK? | | Su. 1 /2 What happened in the Great Fire? | |
| English | Wild Emily Hughes | | Traction Man Mini Grey | Lila and the Secret of Rain | The Great Fire of London – Anniversary Edition | |
| Poetry/ Classic | Out and About Shirley Hughes | | Machine Poetry Nick Sharratt and Jill Bennet | Bringing the Rain to Kapiti Plain Verna Aardeema | Dragonfly out in the Sun David Windle | The Owl and The Pussycat Edward Lear |
| Science | Living things and their Habitats | | Materials | | Plants and Animals including Humans (plus Healthy Eating) | |
| History | | Fantastic Firsts NC ref: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance. | Local area study Our Local Heroes In this unit, children will learn about the lives of some of the most significant people in the history of their locality. | | | What happened in the Great Fire? The Great Fire of London Cause and consequence |

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| <p>Digital Imagery (Graphics & digital cameras) Handling Information (Database)</p> | <p>https://www.j2e.com/jit5#pictogram</p> | | | | | <p>Use footage from school visit and photos - write recount. (Word) https://www.j2e.com/jit5#branch Materials – textease branch</p> |
| <p>P.E.</p> | <p>Movement skills -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities- gymnastics</p> | | <p>Gymnastics – Balance and movement Acrobatics Flexibility</p> | | <p>Games skills- participate in team games, developing simple tactics for attacking and defending</p> | |
| <p>British Values and Rights Respecting</p> | <p>Individual liberty Rule of law</p> | <p>Democracy Rule of law Mutual respect and tolerance</p> | <p>Democracy Individual liberty</p> | <p>Democracy Mutual respect and tolerance</p> | <p>Democracy Rule of law Mutual respect and tolerance</p> | <p>Mutual respect and tolerance</p> |
| <p>RE</p> | <p>What can we learn from the story of St Cuthbert? Why is the Bible special to Christians?</p> | <p>How and why is light important at Christmas? Democracy Rule of law Mutual respect and tolerance</p> | <p>What does it mean to belong to Christianity?</p> | <p>How do Christians celebrate Easter?</p> | <p>How do Buddhists show their beliefs?</p> | <p>What can we learn about our local faith communities?</p> |
| <p>PSHE</p> | <p>Who's afraid? To recognise, name and deal with feelings in a positive way To think about themselves, learn from their experiences and recognise what they are good at.</p> | <p>More than one Friend To recognise, name and deal with feelings in a positive way. To realise that people and other living things have needs, and that they have responsibilities to meet them To recognise how behaviour affects other people</p> | <p>Saving Energy To take part in a simple debate about topical issues To realise that people and other living things have needs, and that they have responsibilities to meet them To know what improves and harms their local, natural and</p> | <p>Good Neighbours To realise that people and other living things have needs, and that we have responsibilities to meet them To know that they belong to various groups and communities such as family and school.</p> | <p>You can't do that here! To recognise, name and deal with their feelings in a positive way. To know rules for, and ways of keeping safe, including basic road safety, and about people who can help them stay safe.</p> | <p>To give is to receive To realise that money comes from different sources and can be used for different purposes. To know that family and friends should care for each other</p> |

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| SRE | My Family- those who care for me | To know that families and friends should care for one another. My Family- those who care for me | built environments, and about some of the ways people look after them. How we love and care for ourselves | To know rules for and ways of keeping safe, including basic road safety, and about people who can help them to stay safe How we love and care for ourselves | To recognise how their behaviour affects other people. How we love and care for our friends- saying sorry and starting again | How we love and care for our friends- saying sorry and starting again |
| Art | <p>Generating Ideas <i>NC Attainment target: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i> <i>NCEAD Progression: Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences.</i></p> <p>Making <i>NC Attainment target: Use a range of materials creatively to design and make products</i> <i>To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space</i> <i>NCEAD Progression:</i> <i>• Deliberately choose to use particular techniques for a given purpose.</i> <i>• Develop and exercise some care and control over the range of materials they use.</i></p> <p>Evaluating <i>NC Attainment target: Describing the differences and similarities between different practices and disciplines, and making links to their own work</i> <i>NCEAD Progression:</i> <i>When looking at creative work express clear preferences and give some reasons for these.</i></p> <p>Knowledge <i>NC Attainment target: About the work of a range of artists, craft makers and designers,</i></p> | <p>Project 2: Paradise Pupils study the painting Garden of Earthly Delights by Hieronymus Bosch - depiction of paradise. Make drawings and studies from the painting, then develop an idea for their own version of paradise.</p> <p>Artists Studied: Hieronymus Bosch, Henri Rousseau Progression: Pupils produce studies of tropical and native leaves from secondary sources using a range of media. They understand how depth of field is created in pictures by making things smaller as they get further away. They work extensively from</p> | <p>Project 1: Expressions Pupils investigate the Medieval portraits by Adriaen Brouwer, Carravagio and Rodin to see how famous artists painted facial expressions. Match words that relate to how the paintings make them feel, then copy parts or all of the painting to improve their own drawing and painting technique.</p> <p>Beautiful Faces Project- using collage techniques to create faces that challenge our notions of beauty.</p> | <p>Project 2: The Moon 1. Moon shading using HB pencil and paper. 2. Children draw the moon using charcoal and white chalk on to grey sugar paper, fixed with hairspray. See photos in attached folder. 3. Make a moon surface with plasticine or play dough Create a moon surface by pressing circular objects of different sizes into it. Add further texture by pressing brushes into the clay. Pinch the sides together all the way around the circles to make the walls of the crater. Paint the surface using black and white paint. 4. Imagination task</p> | <p>Project 1: Fire Improve observational drawing skills by copying and tracing a picture of fire using charcoal and chalk, then apply shading. Then try using oil pastels. Investigate famous fire artwork.</p> | <p>Project 2: Seaside Seaside art exercises looking at drawings of shells and studying the work of L.S. Lowry. Pupils study other artists who have famously painted seaside scenes to investigate what colours and techniques they used. They create a simple outline drawing of a beach scene using shape templates. Paint scenes using techniques learnt from artists. Create a textured copy of Van Gogh's fishing boat painting.</p> <p>Artists; Damien Hirst, Aztec art, Renoir, Lowry, Sorolla, Peder Severin Krøyer</p> |

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| | <p><i>describing the differences and similarities between different practices and disciplines</i></p> <p>NCEAD Progression: <i>That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary.</i></p> <p>Project 1: Forest The pupils work as a class to produce drawings or paintings or collage pictures of leaves and plants from the forest, done on three different sizes to create the illusion of depth of field. Use ideas from the artist Henri Rousseau.</p> | <p>their imagination, creating drawings and paintings from complex concepts.</p> | | <p>What would it look like (moon creatures, moon insects, moon plants, ocean with sea creatures and birds?) Draw a picture of what you imagine might be on the far side of the moon.</p> <p>5. Design task Design a new space suit for an astronaut. Add colour, pattern and interesting features.</p> <p>Artists Studied: Adriaen Brouwer, Carravagio and Rodin</p> <p>Progression: Pupils show their progression by taking part in discussions about famous works of art and demonstrate an understanding of how they were painted. Increase knowledge & skill of art by producing drawings and paintings using colour, tone, texture and line and practise designing for a purpose using imagination.</p> | <p>ar</p> | <p>Progression: Pupils show their progression by taking part in discussions about famous works of art and understanding how and why they were produced. Pupils draw from secondary sources and begin to understand how shading can create form in drawing. They increase their knowledge & skill of art by producing drawings and paintings of the seaside using colour, tone, texture and line and practise designing things for a purpose using their imagination.</p> |
| DT | Materials | | Aspect of D&T Mechanisms | | Aspect of D&T Structures | |

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| <p>Forest School Food Technology and Nutrition</p> | <p>Can you make a dinosaur out of saltdough and create a habitat for it to live in? <u>Evaluating existing products/packaging</u> Why would my dog like this toy? <u>Construction</u> What is the weather today? What can we make to measure the weather?</p> | | <p>Focus Wheels and axles</p> | | <p>Focus Freestanding structures</p> | |
| <p>Music</p> | <p><u>Recorders</u> Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> | | <p>Play tuned and untuned instruments musically</p> | | <p>Listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | |
| <p>Visits/ Visitors</p> | <p>Durham Cathedral</p> | | <p>Deerness Gymnastics Academy</p> | <p>Captain Chemistry</p> | <p>Buddhist visitor</p> | |