


Year 2 Long Term Plan Year -2019-2020 STIBBARD

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Texts/ Story	Traditional Tales Little Red Reading Hood - Lucy Rowland Non-Chronological Report Pirates - Jane Considine The Usborne Official Pirates Handbook Pirates Magnified - David Long Poetry Seaside Poems - Jill Bennett Science Fairy Godmother's Day off Death of a pancake History: The Great Fire of London - Liz Gogerly Art: The Magical Garden of Monet	Persuasive Letter The Day the Crayons Quit Narrative My Christmas Star - BBC Short Film Poetry Please Mrs Butler by Alan Ahlberg Dancing in the Rain by John Lyons Science Fairy Godmother's Day off Death of a pancake History: Pojo Blows the Gunpowder Plot	Non- Chronological Reports Hibernating Creatures - Jane Considine Narrative A Crow's Tale - Naomi Howarth Poetry - Purple is... - Free Verse Poem History - Fantastically Great Women Who Changed the World - Kate Pankhurst Science Zagazoo - Quentin Blake	Narrative The Queen's Hat - Steve Antony Myths and Legends George and the Dragon - Chris Womell Science The Tiny Seed - Eric Carle Jack and the Beanstalk - Richard Walker Music The Way Back Home - Oliver Jeffers	Biography Bold Women in Black History - Jane Considine Adventure Journal - On Safari - Jane Considine Geography Handa's Surprise - Eileen Brown Lila and the Secret of the Rain - David Conway	Narrative- Adventure Grandad's Island - Benji Davies Irish Myth Song of the Sea (Animated Film) by Jonathan Emmet and Mark Oliver Vocabulary building - Poetry Take One Poet -Silly Stuff - Dr Suess Secrets of the Seashore - Carron Brown The Secret of Black Rock - Todd Stanton The Lighthouse Keeper's Lunch - Ronda Armitage Katie Morag's Island Stories - Marie Hedderwick
English	Narrative - Twisted Fairytales Non-Chronological Report Poetry - Calligrams	Persuasive Letter Poetry - List poems Narrative - Family	Poetry - Vocabulary Building Non-Chronological Reports Narrative - Fable	Narrative - Adventure Narrative - Legends	Biography Adventure Journal - Recount	Narrative - Irish Myth Vocabulary Building
Maths	Geometry - Position and Direction (1 wk) Number: Place Value (2 wks) Number: Addition and Subtraction (4 wks)	Properties of Shape (1 wk) Place Value (1 wk) Mult. and Division (1 wk) Proportionality (1 wk) Time (1 wk) ASSESS (1 wk) Addition and subtraction (1 wk/2)	Addition and subtraction (1 wk/2) Position and Direction (1 wk) Place Value (1 wk) Multiplication and Division (2 wk) Proportionality (1 wk)	Money (1 wk) Consolidation and Measurement weeks (3 wks) Statistics (1 wk)	Addition, subtraction, Multiplication and Division (3 weeks) Algebra (1 wk) Geometry (1 wk)	Addition and subtraction (1 wk) Place value (1 wk) Proportionality (1 wk) Length, Height, Mass, Volume, Capacity (2 wks) Addition, subtraction, Multiplication and Division (1 week) CONSOLIDATION (1 wk)
Science	<u>Uses of Everyday Materials</u> Working Scientifically: observing closely, use simple equipment.		<u>Animals including humans</u> Working Scientifically: Performing simple tests	<u>Plants</u> Working Scientifically: gathering & recording data	<u>Living things and their habitats</u> Working Scientifically:	<u>Living things and their habitats</u> Working Scientifically: identifying and classifying.

	<p>Types of Enquiry: Observes changes over time</p> <p>Objectives Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses.</p> <p>Compare how things move on different surfaces.</p> <p>Find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p>Use their observations and ideas to suggest answers to questions</p> <p>Types of Enquiry: Comparative and fair tests</p> <p>Objectives 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.</p>	<p>(e.g. tally chart) to help in answering questions.</p> <p>Types of Enquiry: Research and secondary sources</p> <p>Objectives 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.</p>	<p>asking simple questions and recognising that they can be answered in different ways</p> <p>Types of Enquiry: Pattern seeking</p> <p>Objectives 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.</p>	<p>Types of Enquiry: Grouping and classifying</p> <p>Objectives Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p>
History	<p>Fire of London - throughout Autumn term.</p> <p>Key Skill: Chronology – (ongoing throughout the year) begin to use dates in a broad chronological framework.</p> <p>Interpreting history – identify ways the past is represented</p> <p>Key Skill: Historical enquiry – ask and begin to answer questions about past events, understand some ways we find out about the past.</p>	<p><u>The Little Boats WW2 1940 - 24 hours an armada of some 700 little ships.</u></p> <p>Events beyond living memory & The lives of significant individuals in the past who have contributed to national achievements.</p>	<p>Nurturing Nurses</p> <p>Mary Seacole Florence Nightingale</p> <p>Key Skill: Causes and consequences – recognise what happened as a result of people’s actions and events Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. <u>The lives of significant individuals in the past who have contributed to national and international achievements.</u></p>	<p>Kings and Queens Elizabeth 1, Queen Victoria, Richard III</p> <p>Skills Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <u>The lives of significant individuals in the past who have contributed to national and international achievements and compare life in different periods.</u></p>	<p><u>Black History - Rosa Parks and the civil rights movement.</u> <u>Link to British Values</u> I can say why learning about black history is important. I can name at least 2 significant individuals from the black community who have made significant contributions to society. I can say why it is important that we learn from history when thinking about our future and how we treat others. NC Objectives The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>±</p>	<p><u>Significant Local hero : Henry Blogg of the RNLI Trip to Henri Blogg museum in Cromer</u></p> <p>This unit will teach the children to use a range of sources, to put events in chronological order, and how to give reasons. It will teach them about significant individuals nationally and locally. NC Objectives Changes within living memory. Identify similarities and differences between ways of life in different periods. The lives of significant historical people in their own locality. Understand some of the ways in which we find out about the past and identify ways in which it is represented.</p>

Geogra- -phy	<p>What are the continents and oceans of the world? Locational Knowledge / Human and Physical Geography Name and locate the world's seven continents and five oceans using mapping skills. Use compass points to describe the continents in relation to each other.</p> <p>Chn will relate use of maps, aerial photographs, landmarks and many aspects of human and physical geography to their learning about the Great Fire of London.</p>	<p>Where did the Three kings travel from? How did Mary & Joseph travel to Bethlehem from Nazareth? Locate places on map Geographical mapping skills: Use previous knowledge of continents to locate places on a map. Draw a route, aerial photos, digital maps.</p> <p>Link to RE</p>	<p>What is an island? Place knowledge: Compare life on an island with life on the Mainland. Text - Katie Morag.</p> <p>Chn will learn to develop key map skills. They will explore maps at a local, national and global level. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, begin to understand map symbols and compass directions.</p>	<p>Why do people leave their countries? Migration Recognise changes in the environment: natural disaster (flood and drought),</p> <p>war, natural disaster, for work) Link to: Global Citizenship</p>	<p>Compare Kenya to UK Human and physical Geography The location of hot areas of the world in relation to the Equator.</p> <p>Place knowledge: Understand geographical similarities and differences through studying human and physical geography of a small area of United Kingdom. Contrast small non-European country - HOT CLIMATE</p>	<p>Beside the Sea: How is Cromer beach different from Stibbard?</p> <p>Geographical Skills and Fieldwork This unit will cover the physical and human geography of seashores. They will learn about the environments and where they are located. They will visit the seaside to practise their fieldwork, inquiry and map based skills. They will compare seaside resorts. Links to Henry Blogg & Grace Darling in History</p>
RE	<p>Why is light an important symbol for Christians Jews and Hindus? Christian, Jewish, Hindu</p>	<p>What does the nativity story teach Christians about Jesus? Christian</p>	<p>How do Christians belong to their faith family? Christian</p>	<p>How do Jewish people celebrate Passover (Pesach)? Jewish</p>	<p>Rules and Routines: Why do people have different views about the idea of God? Multi/Humanist</p>	<p>What is a miracle? Christian</p> <p>Jesus walking on the water</p>
Art	<p><u>Impressionism - Monet</u></p> <p>How can I use colour to create a Magical Garden of Monet?</p> <p>To use painting to develop and share our ideas, experiences and imaginations. To develop a range of art and design techniques using colours and patterns.</p>	<p><u>Dali</u></p> <p>Can I put objects together to create another image? To use 'shape' to create art. Develop an understanding of using view finders. Understand how Dali changed the shape of regular objects such as clocks and distorted them or created another image from the form o another. Text - Leaf Man</p>	<p><u>Let's Sculpt</u></p> <p>What is sculpture and how is it different to drawing/. To use sculptures to develop and share our ideas, experiences and imaginations. Chn will be introduced to different sculptors, make their own sculptures using a range of unusual materials, compare figurative and abstract sculptures. Text - Fantastically Great Women who Changed the World - Kate Pankhurst.</p>	<p><u>Portraits - Picasso/Van Gogh</u></p> <p>What is a portrait?</p> <p>Chn will be introduced to different portrait artists, they will use a variety of different materials and techniques when making thier own.</p> <p>Text - What I like about me!</p>	<p><u>Non-Western Art</u> <u>Martin K Bulinya</u></p> <p>How is like used to create tradition Kenyan art?</p> <p>Chn will use knowledge of line, shape and colour to create traditional Kenyan sketches and paintings.</p> <p>Text - Kenyan Myths and Stories</p>	<p><u>Clay</u></p> <p><u>Can I design and make homemade shelters for wildlife?</u></p> <p>Chn will be introduced to clay sculptures and the tools needed to work with clay. Chn will use different techniques to make different shelters for wildlife.</p>
DT	<p><u>Constructions</u> Design and Make a plaque Simple Salt Dough</p> <p>Discover that materials can change and that the change is irreversible Assemble, join and combine materials</p>	<p><u>Construction:</u> Design and make Christmas Gift boxes from nets with tabs.</p> <p>Design and make purposeful, functional appealing products for themselves and others based on a design criteria.</p>	<p><u>Textiles</u> Paper Dolls</p> <p>Design: Design purposeful, appealing clothes for paper dolls. Make: Cut, shape and join fabric to make a simple</p>	<p><u>Mechanisms - Syringe and Tube Models</u> I can investigate a variety of syringe and tube uses/toys Make: Mechanisms Make a toy - Royal Corgi's Dog House with moving dog.</p>	<p><u>Cooking and Nutrition</u></p> <p>Kenyan Kite Festival/Picnic Make wraps and pockets (tortillas and pitta bread) For the class picnic - Use a basic principle of a healthy and varied diet to prepare dishes</p>	<p><u>Lighthouse</u></p> <p>Make: Structures Build lighthouse structures, exploring how they can be made stronger, stiffer and more stable. Skills:</p>

	Design and Make: Pulleys Can I join things (materials/components) together in different ways? Start to assemble, join and combine materials in order to make a product. Can I create a pulley system to bring 'fire' up a free standing house? Skills: pulleys, cutting and joining Evaluate: Evaluate their work against their design criteria.	E.g. pyramid, prism, square top pyramid, flower top, curved side, triangular side nets.	product. Use basic sewing techniques. Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	 Skills: Begin to select tools and materials; use correct vocabulary to name and describe them. Evaluate: With confidence, talk about their ideas, saying what they like and dislike about them.	Let's Go Fly a Kite Chn will learn about kites made in different countries and the Kenyan Kite Festival. Make: Explore materials and carry out tests. Make observations and write notes. Design and make a diamond kite. Evaluate: Is the kite fit for purpose. Has it met the design brief? .	With help, measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Evaluate: Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.
PE	Football	Gymnastics	Football	Gymnastics	Athletics	Basketball/Netball
PSHE	<u>New Beginnings</u> <u>Our Happy School</u> Content: Learning to work and play together and establish new rules and rewards. Outcomes: I know how I can help make my classroom safe and a happy place. I can welcome someone into my class. I have thought about how my behaviour can affect others.	<u>Getting on and Falling out</u> <u>Out and About</u> Content: To consider and help others, including contacting emergency services. It also links to National Anti Bullying Week. Outcomes: I know about stranger danger including meeting strangers online. I can work well in a group. I have thought about what I should do if I meet dangerous situations.	<u>Going for Goals</u> (Spr1) <u>Looking forward</u> Content: Jobs, money and enterprise. To collaborate on a project to raise funds for charity or school project of their choice. Outcomes: I know that you can choose to spend or save money. I can choose between my ideas and give reasons. I have thought about the best way to use money.	<u>Relationships</u> <u>My friends and family</u> Content: Relationships with friends and family. Sensitive issues such as growing, changing and personal hygiene. Outcomes: I know the stages of a life cycle. I can identify some of the people who care for me, I have thought about ways of keeping my teeth healthy.	<u>Good to be me</u> (Sum1) <u>Healthy bodies, Healthy minds</u> Content: The children are introduced to the choices that can be made regarding the provenance of food and how to budget. Outcomes: I know why I should eat 5 portions of fruit and veg a day. I know what makes me feel relaxed and what makes me feel stressed. I have thought about the importance of a balanced diet.	<u>Changes</u> <u>Ready, Steady, Go</u> Content: To explore everyday changes and their feelings about them. It helps them to view change as a positive aspect of their lives and develop strategies to cope with it and build resilience. Outcomes: I know how to cope with changes that can be exciting or worrying. I can plan to overcome obstacles that might get in the way. I have thought about how to make sensible choices.
Music	<u>Hands, Feet, Heart</u> <u>South African Styles</u> PITCH: Controlling sounds through singing and playing (Play and Perform) Uses voices expressively	<u>Ho Ho Ho</u> <u>Christmas, big band, motown, elvis, freedom songs</u> Beat and Rhythm: Controlling tempo through singing and playing (Play and Perform)	<u>I Wanna Play in a Band - Joana Mongona</u> Creating and Developing Musical ideas (create and compose) A Rock Song for children Create musical patterns	<u>Friendship Song</u> Responding and reviewing appraising skills Explore and Express ideas and feelings about music using movement, dance and expressive and musical language	<u>Zootime- Joanna Mangona - Reggae Style</u> Listening and applying knowledge and understanding To listen with concentration and recall sounds within increasing aural memory	<u>Listening and applying knowledge and understanding</u> To understand that sounds can be made in different ways and described using given and invented signs and symbols.

	Play tuned and untuned instruments Rehearse and perform with others		Repeat short rhythmic and melodic patterns. Explore, choose and organise sounds and musical ideas To begin to explore and choose and order sounds using the inter-related dimensions of music.	To respond to different moods in music and explain thinking about changes in sound. To make improvements to my own work To identify what improvements could be made to my own work and make these changes, including altering use of voice, playing and choice of instruments.	To identify and recognise repeated patterns and follow a wider range of musical instruments. 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 To understand how musical elements create different moods/effects.	To confidently represent sounds with a range of symbols, shapes or marks. To know how music is used for particular purposes To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. eg. it's quiet and smooth so it would be good for a lullaby.
Computing	<u>E-Safety/Multimedia</u> Use technology safely and respectfully, keeping personal information private. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<u>Data Handling</u> (Link to Maths and Science - potentially living things and their habitats - pattern seeking and sorting and classifying) https://www.mathsisfun.com/data/bar-graph.html https://primaryschoolict.com/pictograph/	<u>Multimedia</u> Use an increasing variety of tools and effects in paint programs and talk about their choices. Tux Paint Use templates to make electronic books individually and in pairs. Book Creator Explore the effects of sound and music in animation and video. Scratch	<u>Technology in our lives</u> Begin to understand there are a variety of sources of information and begin to recognise the differences. Begin to understand what the Internet is and the purposes that it is used for. Understand the different types of content on websites and that some things may not be true or accurate.	<u>Programming</u> Preparing for turtle logo Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	<u>Programming</u> Create and debug simple programs. Use logical reasoning to predict the behaviour of systems. Explore outcomes when giving instructions in a simple logo program, with a robot specifying distance, turn and drawing a trail. Talk about similarities and differences between floor robots and logo on screen.
Outdoor learning	Looking at houses/homes Materials in the environment	Art and Nature Leaf collages/sculptures made with nature.	Problem solving and teamwork Building a hut/den	Small world play Fantasy/dragons	Building Bird feeders Bug hotels	Cooking Create a snack for graduation.
Enrichment:		Visit from the Fire Brigade.	Zoo	Norwich Castle		Visit to Cromer lifeboat / Henry Blogg Museum