

# Marwood Church of England VC Infant School

## Year 2 Long Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Wonderful World</b> Enrichment: Exploration of local habitats Performance poetry in Harvest festival	<b>Light Up</b> Enrichment: Nativity	<b>Weather Watchers</b> Enrichment: Climate justice project - action	<b>Houses and Homes</b> Enrichment: Trip to Ryedale Folk Museum	<b>Excellent Explorers!</b> Enrichment: Tour around the village visiting sites linked to James Cook and his family	
English text focus and cross curricular links	<b>Grace and Family (CLPE) RHE link</b> Story narrative Character description Story planning/ writing Different families  Poetry - performance Harvest poetry for performance in Church (link with science and RE - big questions) Haiku/ Cinquain Nows/wows - fruits of the Earth	<b>Samuel Pepys Diaries (History link)</b> Diary writing Chronological writing re; The Great Fire of London Explanations - fire fighting Comparisons - London past/ present Ows - loss of homes	<b>Lila and the Secret of Rain (CLPE) (Geography link)</b> Setting description Drama Poetry - call and response Fact file - Kenya Extreme weather information poster  Link with Climate - Ows	<b>A range of Non Fiction books about Houses and Homes through time (History link)</b> Descriptive and comparative writing Non-chronological reports Description of own house Recount of trip Nows, wows - how we live now, how people lived	<b>The Last Great Adventure of Captain James Cook (History link)</b> Leaflet about James Cook in Great Ayton Persuasive writing Comparative writing between James Cook and Helen Sharman Wows Question - did James Cook 'discover' new countries? Ows	<b>The Adventures of Nanny Goat (History link)</b> Story planning and writing, altering main character Marwood memories - personal accounts
Maths	<b>NPV</b> Numbers to 100 <b>NF</b> - Addition and subtraction	<b>NF</b> - Addition and Subtraction <b>Geometry</b> - Shape	<b>Measurement</b> - Money <b>NF</b> - Multiplication and Division 2, 3, 5 and 10 x tables	<b>Measurement</b> - Length and Height Capacity and Weight	<b>NF</b> - Fractions Time	<b>NPV</b> Efficient strategies for calculating Position Statistics

<p>PSHE/SMSC/ RHE</p> <p>RHE statements</p>	<p>Young Leaders Award <b>Kindness</b></p> <ul style="list-style-type: none"> <li>• <b>(H11)</b> about different feelings that humans can experience. <b>(H12)</b> how to recognise and name different feelings. <b>(H13)</b> how feelings can affect people's bodies and how they behave.</li> <li>• <b>(H14)</b> how to recognise what others might be feeling. <b>(H15)</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>• <b>(H16)</b> about ways of sharing feelings; a range of words to describe feelings. <b>(H17)</b> about things</li> </ul>	<p>Young Leaders Award <b>Kindness</b></p> <ul style="list-style-type: none"> <li>• <b>Safeguarding-</b> How can I stay safe? <b>(H28)</b> about rules and age restrictions that keep us safe. <b>(L1)</b> about what rules are, why they are needed, and why different rules are needed for different situations.</li> <li>• <b>(H29)</b> to recognise risk in simple everyday situations and what action to take to minimise harm. Stranger danger (R15)</li> <li>• Friendship week (whole school) <b>(R10)</b> that bodies and feelings can be hurt by words and actions; that</li> </ul>	<p>Young Leaders Award <b>Perseverance</b></p> <ul style="list-style-type: none"> <li>• <b>Safeguarding-</b> NSPCC PANTS rule <b>(R16)</b> about how to respond if physical contact makes them feel uncomfortable or unsafe.</li> <li>• <b>Money-(L12)</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want (L13) that money needs to be looked after; different ways of doing this.</li> </ul>	<p>Young Leaders Award <b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• <b>L5.</b> about the different roles and responsibilities people have in their community.</li> <li>• <b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous.</li> <li>• <b>(R24)</b> how to listen to other people and play and work cooperatively. <b>(R25)</b> how to talk about and share their opinions on things that matter to them.</li> <li>• <b>Safeguarding-</b> How do we get</li> </ul>	<p>Young Leaders Award <b>Action</b></p> <p><b>What help us to grow and stay healthy?</b></p> <ul style="list-style-type: none"> <li>• Safeguarding- how to use medicine safely.</li> <li>• <b>(H1)</b> about what keeping healthy means; different ways to keep healthy. <b>(H2)</b> about foods that support good health and the risks of eating too much sugar. <b>(World Food Day)</b></li> <li>• <b>H3</b> about how physical activity helps us to stay healthy and ways to be physically active every day.</li> <li>• <b>H4</b> about why sleep is important</li> </ul>	<p><b>My Future!</b></p> <ul style="list-style-type: none"> <li>• <b>Safeguarding -</b> How can I stay safe in summer? (beach &amp; sun safety) <b>(H8)</b> how to keep safe in the sun and protect skin from sun damage.</li> <li>• <b>H24.</b> how to manage when finding things difficult.</li> <li>• <b>H27.</b> about preparing to move to a new class/year group.</li> <li>• <b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is</li> </ul>
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	<p>that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <ul style="list-style-type: none"> <li>• <b>R21.</b> about what is kind and unkind behaviour, and how this can affect others.</li> <li>• <b>Safeguarding</b>-how can we play safely? (H9) about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</li> <li>• <b>(H18)</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't</li> </ul>	<p>people can say hurtful things online. <b>(R11)</b> about how people may feel if they experience hurtful behaviour or bullying.</p> <ul style="list-style-type: none"> <li>• <b>Remembrance Day</b> (c/c history)</li> <li>• <b>Money-</b> (L10) what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money.</li> </ul>		<p>help in an emergency?</p>	<p>and different ways to rest and relax.</p> <ul style="list-style-type: none"> <li>• Practical activity to look after the environment (litter picking)</li> </ul>	<p>not acceptable; how to report bullying; the importance of telling a trusted adult.</p>
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	<p>feel good. <b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p> <ul style="list-style-type: none"> <li><b>(H20)</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</li> </ul>					
Cultural calendar/British values/Worship	Yom Kippur Sukkot	Remembrance day Thanksgiving St Andrew's day	New Years' Day & Chinese N. Year Valentines' Day Chn's mental health week St. David's day	Shrove Tues/Ash Wed (c/c RE) Holi Purim Red Nose Day/sports relief Science Week St Patrick's Day Mother's Day	Summer Solstice Tour de Yorkshire Earth Day (c/c science/geo) Ramadan & Eid (c/c RE) St George's Day Refugee Week	UEFA Euro Football Father's Day Sports week Wimbledon (c/c PE) Tour De France Independence day
RE	<p><b>1.8 Living</b> Why should we care for the world? Ows, Nows and wows Identify ways in which religious people make a response to God by</p>	<p><b>1.8 Living</b> Why should we care for the world? To talk about issues of good and bad, right and wrong arising from religious and non-religious stories.</p>	<p><b>1.6 Expressing</b> How and why do we celebrate special times? Collect examples of what people do, give, sing,</p>	<p><b>1.6 Expressing</b> How and why do we celebrate special times? Ows. Wows, and Nows Identify some of the ways in which Christians and other</p>	<p><b>1.4 Believing</b> What can we learn from Sacred Books? Ows, Wows and Nows To recognise that sacred texts contain stories that are</p>	<p><b>1.4 Believing</b> What can we learn from Sacred Books? Ows, Wows and Nows To recognise that sacred texts contain stories that are special to people and</p>

	<p>caring for people and the world.</p> <p><b>UC - God Digging Deeper</b></p> <p>How should we care for others and the world and why does it matter?</p>	<p><b>Christmas</b></p> <p><b>UC - Incarnation: Digging Deeper</b></p> <p><b>Unit 1.9 Believing Who is a Hindu and how do they live? (part 2)</b></p> <p>Diwali</p>	<p>remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p>Pentacost Eid Shabbat</p> <p><b>UC - Gospel</b></p>	<p>people of a religious faith celebrate festivals.</p> <p>Easter</p> <p><b>UC - Salvation: Digging Deeper</b></p>	<p>special to people and should be treated with respect.</p> <p>Special stories Humanist stories Bible Quran</p>	<p>should be treated with respect.</p> <p>Toral Scrolls</p>
Science	<p><b>Habitats Wows and Ows</b></p> <p>H1 Explore and compare the differences between living and dead</p> <p>H2 Identify that most living things live in habitats</p> <p>H3 Identify and name a variety of plants and animals in their habitats</p> <p>H4 Describe how animals obtain their food - simple food chains</p>	<p><b>Light Wows</b></p> <p>Working Scientifically</p> <p>WS1 Asking simple questions</p> <p>WS2 Observing closely</p> <p>WS3 Performing simple tests</p> <p>WS4 Identifying and classifying</p> <p>WS5 Using observations to answer questions</p> <p>WS6 Gathering data</p>	<p><b>Everyday materials and their uses Wows</b></p> <p>M1 Identify and compare the suitability of a variety of materials</p> <p>M2 Investigate how the shapes of solid objects can be changed by squashing, bending, twisting and stretching</p>	<p><b>Animals including humans Wows and Ows</b></p> <p>AIH1 Notice that animals, including humans have offspring</p> <p>AIH2 Find out about the basic needs of animals for survival</p> <p>AIH3 Describe the importance of exercise, healthy eating and hygiene</p>	<p><b>Plants Wows</b></p> <p>P1 Observe and describe how seeds and bulbs grow</p> <p>P2 Find out and describe how plants need water, light and a suitable temperature to stay healthy</p>	<p><b>Plants Wows</b></p> <p>P1 Observe and describe how seeds and bulbs grow</p> <p>P2 Find out and describe how plants need water, light and a suitable temperature to stay healthy</p>
History		<p><b>The Great Fire of London</b></p> <p><b>Samuel Pepys</b></p>		<p><b>How homes have changes over time</b></p>	<p><b>Compare and contrast famous explorers</b></p>	

		<p>2. Events beyond living memory that are significant nationally</p> <p>Ows</p>		<p>1. Changes within living memory</p> <p>4. Significant historical places in their own locality</p> <p>Wows</p>	<p><b>Helen Sharman and James Cook</b>  <a href="https://www.helensharman.uk/about-helen/">https://www.helensharman.uk/about-helen/</a></p> <p>3. Lives of significant individuals  Local historical sites relating to James Cook</p> <p>4. Significant historical events, people and places in their own locality</p> <p>Wows</p>	
Geography	<p><b>Name and locate the 7 continents and 5 oceans of the world</b>  1.1a name and locate the world's seven continents and five oceans  1.4a use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studies at this key stage.</p>	<p><b>Use plans and maps to recognise landmarks in London</b>  1.4c Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features,  1.4b use simple compass directions and locational and direction lang.</p>	<p><b>Compare and contrast</b>  1.3b use basic vocab to refer to key human and physical features  1.4a use world maps, globes and atlases  Climate change - Great Ayton/UK  Climate justice - impact of climate change on countries</p>		<p><b>Human and physical influences on Great Ayton</b>  1.4d use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment</p>	<p><b>Human impact on the seas and oceans</b>  1.2a understand geographical similarities and differences through studying the human and physical geog of a small area of the UK (Great Ayton) and a small area of a contrasting non-European country (Haiti).</p>

	1.3a Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. 1.4b use simple compass directions and locational and direction lang.		and communities across the globe Pollution of the oceans and the impact that is having across the world <b>Plastic pollution</b>  Significant person - <b>Greta Thunberg</b>			1.3b use basic vocab to refer to key human and physical features
<b>Computing</b>	<b>Technology in our lives</b> 1.5 recognise common uses of IT beyond school	<b>E safety</b> 1.6 use technology safely and respectfully	<b>Data</b> 1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content	<b>Multimedia</b> 1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content	<b>Programming</b> 1.1 understand what algorithms are 1.2 create and debug simple programs 1.3 use logical reasoning to predict the behaviour of simple programs	
<b>Art &amp; DT</b>	Colour mixing (RM paint) Leaf patterns (clay and paint) Creation Collages (collage) Maud Lewis - Folk Art A1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Moving pictures of houses House sketches (pencil sketches) Northern Lights (Chalk painting) Greetings cards Christmas decorations A1.2 to use drawing, painting and sculpture to develop and share their ideas,	Weather pictures using music as inspiration (different papers, glue) Stormscapes (paint) John Lowrie Morrison mixed media weather collages A1.1 to use a range of materials	Sewn house pictures (fabric) Clay heart tealight holders for Mother's Day (clay) William Morris patterns (potato block printing) A1.4 about the work of a range of artists, craft makers and designers	Food from around the world - (pastels) Victor Vaserey- Abstract Art/Op Art Digital photography A1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination DT1.1b, 1.2a, 1.2b, 1.3a, 1.3b, 1.4a 1.5b	Seascape artists (w/c paint) Shells (Clay) Driftwood jewellery (natural objects) Mindfulness pebbles Self/Peer Portraits A1.4 about the work of a range of artists, craft makers and designers A1.2 to use drawing, painting and sculpture

	<p>A1.4 learn about the work of famous artists, describe similarities and differences - make links to own work DT 1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b, 1.4a,</p> <p><b>WOWS</b> Awe and wonder in the natural world <b>OWS</b> Overcoming adversity</p>	<p>experiences and imagination DT1.1b, 1.2a, 1.2b, 1.3a, 1.3b, 1.4b</p> <p><b>WOWS</b> Awe and wonder in the natural world <b>OWS</b> Overcoming life challenges</p>	<p>creatively to design and make products A1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space A1.4 about the work of a range of artists, craft makers and designers</p> <p><b>WOWS</b> Awe and wonder in the natural world <b>OWS</b> JOLOMO - Christianity link</p>	<p>DT1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b, <b>OWS</b> Gratitude for what we have <b>OWS</b> Gratitude for what we have Celebrating family</p>	<p><b>OWS</b> Gratitude for what we have Celebrating community/local history</p>	<p>to develop and share their ideas, experiences and imagination DT 1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b, <b>WOWS</b> Awe and wonder in the natural world <b>OWS</b> Overcoming anxiety and worries around transition <b>OWS</b> Celebrating who we are now/what we've achieved</p>
PE	<p><b>Running and tagging</b> <b>Ten Point Hoop</b> <b>Wows</b> 1.1 master basic movements including running, jumping, throwing and catching 1.2 participate in team games, developing simple tactics for attacking and defending</p>	<p><b>Fitness aerobics and agility skills</b> 1.1 master basic movements including running, jumping, throwing and catching 1.3 perform dances using simple movement patterns</p>	<p><b>Gymnastics - Wows</b> PESSCL core task <b>Families of Actions</b> 1.1 master basic movements including running, jumping, throwing and catching</p>	<p><b>Gymnastics - Wows</b> PESSCL core task <b>Families of Actions</b> 1.1 master basic movements including running, jumping, throwing and catching</p>	<p><b>Swimming</b>  <b>Maypole Dancing</b> 1.3 perform dances using simple movement patterns</p>	<p><b>Athletics</b> Sports week Swimming continued 1.1 master basic movements including running, jumping, throwing and catching 1.2 participate in team games, developing simple tactics for</p>

						attacking and defending 1.3 perform dances using simple movement patterns Leavers service dance
Music  Performances	<b>Sparkyard - Time to play</b> <b>Exploring Pulse and rhythmic patterns</b> Harvest songs performed at Harvest Festival Service.	<b>Sparkyard - Combining rhythmic patterns</b> <b>Representing rhythmic patterns</b>  Nativity songs performed	<b>Sparkyard - Recognising and describing musical mood</b>	<b>Sparkyard - Creating and performing soundscapes</b>  Easter songs and hymns performed at Church.	<b>Sparkyard - Patterns with pitch.</b> <b>Exploring pitch and melody</b>	<b>Sparkyard - Creating and notating simple melodies</b>  Leaver's service song performance.