



Year 2 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Out of the Ashes	London	Explorers	Space	Rainforests	Flight
Enquiry Question	Why did the great fire destroy so much of London?	Why is London our capital city?	What if we travelled from Pole to pole?	Will humans ever live on another planet?	Why should the rainforests be important to us all?	Why and how did humans learn to fly?
Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identifying and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Use of everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identifying and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Use of everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identifying and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Animals including humans</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identifying and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identifying and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Living things and their habitats</p> <p>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</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> To ask simple questions and recognising that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identifying and classify. To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>



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	be changed by squashing, bending, twisting and stretching.	be changed by squashing, bending, twisting and stretching.	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		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	
History	To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life To know about events beyond living memory that are significant nationally or globally - Great Fire of London		To know about significant historical events, people and places in their own locality - Nelson	To know about the lives of significant individuals in the past who have contributed to national and international achievements - Tim Peck/Neil Armstrong		To know about events beyond living memory that are significant nationally or globally - first aeroplane flight To know about the lives of significant individuals in the past who have contributed to national and international achievements. Louis Braille.
Geography		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 Understand geographical similarities and differences through	Name and locate the world's seven continents and five oceans Identify seasonal and daily weather 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 Use simple compass directions (North, South, East and West) and locational and		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 Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,	



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		<p>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>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	directional language to describe the location of features and routes on a map		<p>river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>				
RE	What makes some places special to religious believers?	Why does Christmas matter to Christians?	Who are Hindu's and how do they live? Part 1	Why does Easter matter to Christians?	Who are Hindu's and how do they live? Part 2	What are your BIG questions?			
PSHE/RSE	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental well being	Growing and changing	Keeping safe
	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively ; sharing opinions	Belonging to a group; roles and responsibilities ; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Music	<ul style="list-style-type: none"> Improvise rhythms along to a backing track using the note C or G. 	<ul style="list-style-type: none"> Select instruments and compose music to reflect an animal's character. 	<ul style="list-style-type: none"> Compose 4-beat patterns to create a new rhythmic 	<ul style="list-style-type: none"> Improvise and compose, structuring short musical ideas to form a larger piece. 	<ul style="list-style-type: none"> Create action patterns in 2- and 3-time. Listen actively and mark the beat by 	<ul style="list-style-type: none"> Demonstrate an internalised sense of pulse through singing games. 			



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	<ul style="list-style-type: none"> • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear 	<ul style="list-style-type: none"> • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/ or movement. • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments. 	<p>accompaniment, using a looping app.</p> <ul style="list-style-type: none"> • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). 	<ul style="list-style-type: none"> • Sing and play, performing composed pieces for an audience. • Listen and appraise, with focus and attention to detail, recalling sounds and patterns. • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • Follow signals from a conductor. • Listen to and analyse four pieces of music inspired by travel/vehicles. 	<p>tapping, clapping, and swinging to the music.</p> <ul style="list-style-type: none"> • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy'). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop. • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics. 	<ul style="list-style-type: none"> • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.
Computing	Purple Mash Unit 2.2 Online Safety	Purple Mash Unit 2.3 Spreadsheets	Purple Mash Unit 2.1 Coding	Purple Mash Unit 2.1 Coding	Purple Mash Unit 2.6 Creating Pictures	Purple Mash Unit 2.5 Effective Searching

PE	Keep trying various movements, trying several times and asking for help when appropriate.	Perform dances using simple movement patterns.	Recognise and order instructions, movements and skills.	Compare and develop movements and skills with those of others.	Participate in team games, developing simple tactics for	Participate in team games, developing simple tactics for
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	<p>Include challenge when exploring movements.</p> <p>Keeping balance and control throughout. For fluent, smooth movements. And movements performed in both directions/on both sides.</p> <p>Real PE - UNIT 1 -Lessons 1-3; Personal. Coordination footwork FUNS 10 - Lessons 4 -6 Static balance 1 leg FUNS 1</p>	<p>Helps and encourages others in their learning. By describing movements and related physical literacy.</p> <p>Real PE - Unit 2 – lessons 8-9; Social</p> <p>Dynamic Balance to Agility - Jumping and Landing -FUNS 6</p> <p>Real dance – Social shapes</p>	<p>With help, recognise similarities and differences in performance and explain why someone is working or performing well.</p> <p>Balance - Perform (Consolidated) Tricky Balance skills on the floor.</p> <p>Explore Tricky Balance skills - combined with one of the following: -</p> <p>Hand ApparatusLow Apparatus</p> <p>Partner/s</p> <p>Large Apparatus</p> <p>Travel - Perform (Consolidated) Tricky Travel skills on the floor</p> <p>Explore Tricky Travel skills combined with one of the following: -</p> <p>Hand Apparatus</p> <p>Low Apparatus</p> <p>Partner/s</p> <p>Large Apparatus</p> <p>Real gym – Unit 1</p> <p>Cognitive</p> <p>Balance and travel</p>	<p>Select and link movements together to fit a theme.</p> <p>Flight - Perform (Consolidated) Tricky Flight skills on the floor</p> <p>Explore Tricky Flight skills combined with one of the following: -</p> <p>Hand Apparatus</p> <p>Low Apparatus</p> <p>Partner/s</p> <p>Large Apparatus</p> <p>Rotation - Perform (Consolidated) Tricky Rotation skills on the floor</p> <p>Explore Tricky Rotation skills combined with one of the following: -</p> <p>Hand Apparatus</p> <p>Low Apparatus</p> <p>Partner/s</p> <p>Large Apparatus</p> <p>Real gym – unit 2</p> <p>Creative</p> <p>Flight</p>	<p>attacking and defending.</p> <p>Perform simple sequences to include range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction or speed.</p> <p>Real PE – Unit 5</p> <p>Applying physical skills</p> <p>Co-ordination, sending and receiving. (FUNS 8)</p> <p>Agility, reaction and response (FUNS 12)</p>	<p>attacking and defending.</p> <p>Practice movements safely. Using equipment appropriately.</p> <p>Knows how to move and land safely.</p> <p>Can recognise and describe how their body feels before, during and after exercise.</p> <p>Real pe unit 6 –</p> <p>Health and fitness</p> <p>Agility ball chasing Static balance floor work. FUNS 3</p>
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Art	<p>Christmas cards</p> <p>To use a range of materials creatively to design and make products.</p>	<p>Self-portraits</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Polka Dot Princess</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>			<p>Super sculptures</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
DT	<p>Design</p> <p>To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p>			<p>Design</p> <p>To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p>	<p>Design</p> <p>To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p>	



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	<p>To select from and use a range of tools and equipment to perform practical tasks To select from and use a wide range of materials and components, including construction materials</p> <p>Evaluate To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria</p> <p>Technical knowledge To know how to build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Tudor House</p>			<p>To select from and use a range of tools and equipment to perform practical tasks To select from and use a wide range of materials and components textiles</p> <p>Evaluate To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria</p> <p>Sewing – Patchwork sack (blanket stitch)</p>	<p>To select from and use a range of tools and equipment to perform practical tasks To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria</p> <p>Technical knowledge To explore and use mechanisms – wheels and axles</p> <p>Rainforest buggy</p>	
<p>Cooking</p>	<p>To know the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from.</p> <p>Pizza, bread roll - kneading, rolling, sprading</p>			<p>To know the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from.</p> <p>Fruit kebabs - peeling, cutting, threading</p>		<p>To know the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from.</p> <p>Whole school picnic</p> <p>Cupcakes - measuring, Mixing, Filling, Rolling, cutting</p>