

**Brooke & Marshland Federation
Long Term Planning**

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Theme	WRIGGLE AND CRAWL	MUCK, MESS AND MIXTURES	STREET DETECTIVES	TOWERS, TUNNELS AND TURRETS	THE SCENTED GARDEN	BEACHCOMBERS
Educational Visit	Brooke Outdoor area		Walk round Thorne and National Mining Museum	Conisbrough Castle		Seaside
Engage Activity	Sam's Safari	Muck, Mess and Mixtures Morning			Jessica's Flowers	Seaside visit
Featured Text(s)	<p>Charlotte's Web E.B. White Aah Spider Lydia Monks Caterpillar Butterfly Vivian French</p> <p>The Book of Butterflies – animation Charlotte's Web - film</p>	<p>Georges Marvellous Medicine Roald Dahl</p> <p>Revolting Rhymes Roald Dahl</p>	<p>You wouldn't want to be a Victorian Miner J Malam & D Salariya Houses and Homes Ann Morris Boy of the Deeps I & A Wallace</p> <p>Documentaries</p>	<p>Castles Colin Thomson Katie in London James Mayhew The Tunnel Anthony Browne</p> <p>Casper clips (to inspire story)</p>	<p>The Garden of Abdul Gasazi Chris Van Allsburg Mabel's Magical Garden Paula Metcalf Eddie's Garden and How to Make Things Grow Sarah Garland Where will my Wellies Take Me Michael Morpurgo</p> <p>Clip of The Secret Garden</p>	<p>Three by the Sea Mini Grey Sally and the Limpet Simon James Lost and Found Oliver Jeffers Billy's Bucket Kes Grey The Pirates Next Door Jonny Duddle</p> <p>Grace Darling clip Lost and Found film</p>
English	<ul style="list-style-type: none"> Riddles/Poetry Explanation Texts – diagrams Dialogue conversations 	<ul style="list-style-type: none"> Newspaper Articles Instructions/Recipe Invitations to end of term party 	<ul style="list-style-type: none"> Diaries (life as a miner) Non-Fiction Texts Advertisements 	<ul style="list-style-type: none"> Letters to the Royal Family Recount of trip Descriptions Stories 	<ul style="list-style-type: none"> Setting Descriptions Instructions Poetry 	<ul style="list-style-type: none"> Letters (message in a bottle) Stories Recounts Postcards
Maths	<ul style="list-style-type: none"> Counting in 2s, 3s, 5s and 10s. Recognise the place value of digits. Learn addition and subtraction facts to 20. 	<ul style="list-style-type: none"> Read, write and order numbers to at least 100 in numerals and words. 	<ul style="list-style-type: none"> Create pictograms and tally charts and answer questions about them. Learn to multiply and divide using a range of strategies. 	<ul style="list-style-type: none"> Look at different measurements including time. Use a range of strategies to add and subtract. 	<ul style="list-style-type: none"> Write simple fractions and recognise equivalent fractions. Solve word problems including 	<ul style="list-style-type: none"> Create bar charts and compare data. Use a range of strategies to add and subtract.

	<ul style="list-style-type: none"> Identify and describe the properties of 2d and 3d shapes. 	<ul style="list-style-type: none"> Learn to add and subtract using a range of strategies. Look at different measurements. 	<ul style="list-style-type: none"> Use mathematical vocabulary to describe position and direction. recognise, find, name and write fractions. 	<ul style="list-style-type: none"> Recall multiplication facts and the corresponding division facts. 	<p>measurement and shape.</p> <ul style="list-style-type: none"> Practising mental recall of facts. 	<ul style="list-style-type: none"> Use a range of strategies to multiply and divide. Use our skills and knowledge to solve problems. Look at different measures including money.
International Outlook	Global ID – where are we in the world?	Scientists and mixtures from around the world	Link to Mining Communities in other countries	Castles in other countries	Where does our food come from? Seven Wonders of the World	Postcards to International Schools
Science	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most 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 animals in their habitats including micro habitats. 	<p>Use of everyday materials:</p> <ul style="list-style-type: none"> Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Animals, including humans:</p> <ul style="list-style-type: none"> Describe the importance of eating the right amounts of different types of food and hygiene. 	<p>Animals, including humans:</p> <ul style="list-style-type: none"> 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. 	<p>Use of everyday materials:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (<i>transparent, translucent and opaque materials.</i>) 	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro habitats. 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>Plants:</p> <ul style="list-style-type: none"> 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>Living things and their habitats:</p> <ul style="list-style-type: none"> Identify that most 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>Animals, including humans:</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults.
History		Events beyond living memory that are significant nationally or	Significant historical events, people and places in their own	The lives of significant individuals in the past who have contributed to national and	Changes within living memory. Where appropriate, these should be used to	Changes within living memory. Where appropriate, these should be used to

		<p>globally: <i>The Gunpowder Plot</i></p> <p>Changes within living memory: <i>Transport</i></p>	<p>locality: <i>Closing of the mines.</i></p>	<p>international achievements - <i>Queen Elizabeth I and Queen Elizabeth II.</i></p>	<p>reveal aspects of change in national life: <i>forests/rainforests cut down.</i></p>	<p>reveal aspects of change in national life: <i>extinct animals.</i></p> <p>Significant historical events, people and places in their own locality: <i>Explorers: Christopher Columbus, James Cook.</i></p>
<p>Geography</p>	<p>Locational knowledge: Name and locate the world's seven continents and five oceans.</p> <p>Human and physical geography: 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.</p> <p>Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the continents and oceans studied at this key stage.</p>		<p>Place knowledge: 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage</p> <p>Geographical skills and fieldwork: Use simple compass directions (North, 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>Use aerial photographs and plan perspectives to recognise landmarks</p>	<p>Human and physical geography: Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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. (photos of castles)</p> <p>Geographical skills and fieldwork: Use simple compass directions (North, 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>Geographical skills and fieldwork: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use simple compass directions (North, 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>Locational knowledge: Name and locate the world's seven continents and five oceans.</p> <p>Human and physical geography: 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.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Geographical skills and fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>

			and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.			devise a simple map; and use and construct basic symbols in a key.
Art and Design	To develop a wide range of art and design techniques in using colour, pattern, colour, shape, line, form and space – sketching insects, butterflies etc.	Look at a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines and making links to their own work. Carl Warner Use line and tone to draw shape pattern and texture.			Look at a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines and making links to their own work. Georgia O’Keeffe Mix paint colours to suit a task – paint flowers. Cut and tear fabrics and papers, attaching them using different joining techniques.	Create patterns using natural materials (pebbles, leaves, shells, petals) To use drawing, painting and sculptures to develop and share their ideas, experiences and imagination. (Sea creature)
Design and Technology		Design a healthy snack.	Design a mode of transport using a range of materials – axels, wheels etc.	Build structures, exploring how they can be made stronger, stiffer and more stable.		
PE indoor	Multi skills - Hand eye	Dance	Indoor gymnastics	Multi skills	Athletics	Athletics
PE outdoor	Netball/Basketball	Multi skills - Footwork	Net/Wall	Netball	Striking and Fielding	Striking and Fielding
RE	See RE Long Term Plan	See RE Long Term Plan	See RE Long Term Plan	See RE Long Term Plan	See RE Long Term Plan	See RE Long Term Plan
Music	Charanga – Hands, feet, heart	Charanga – Little angel gets her wings	Charanga - Glockenspiel – stage 1	Charanga – I wanna play in a band	Charanga – Zootime	Charanga – Reflect, rewind and replay
Computing	<ul style="list-style-type: none"> Using word to write sentences, save, open and print work. Discuss technical language. Introduce Caps Lock and Shift. 	<ul style="list-style-type: none"> Coding E-Safety Contribute to school blog 	<ul style="list-style-type: none"> Take digital images using a camera. Children to insert the image into Purple mash to create a leaflet on Thorne. Contribute to school blog. 	<ul style="list-style-type: none"> Use a search engine to research different castles in the United Kingdom. Copy and paste images from the internet into word. 	<ul style="list-style-type: none"> Coding Mini-documentaries – collect infoamtion using a range of programmes. 	<ul style="list-style-type: none"> Place objects and pictures in a list or a simple table. Make a simple tree diagram to sort information.

	<ul style="list-style-type: none"> Organise and present data in different ways. 		<ul style="list-style-type: none"> Organise data in different ways. Make animations/ short films. 	<ul style="list-style-type: none"> Understand others create ICT e.g. web pages. Recognise and email address and identify @ key. Use beebots linked to positional language. 		
PSCHE/SEAL	Rubbish/Recycling Looking after local environment	Caring for ourselves/making good choices (early drug awareness)	Road Safety	Teamwork/Working together	The importance of our sense. Understanding how others are different etc: with impaired vision etc.	Environmental issues – oil spills etc Grace Darling
EXPRESS ACTIVITY	Bug Hunt	Christmas Concert	Create a brochure about Thorne/ Moorends	Invite parents in for biscuit challenge	Craft Session with parents	End of Year Celebration