

Year Two

Long Term Curriculum Planner

Theme	Autumn 1 My World Geography DRAWING	Autumn 2 Castles and Knights History 3D ART TRIP: Skipton Castle	Spring 1 Transport History	Spring 2 Africa Geography SMSC: cultural	Summer 1 Ocean Explorers History PAINTING	Summer 2 Animals Science TRIP: The Deep
Literacy & Language	Unit 1 Stories in familiar settings & Explanation SMSC: moral bullying	Unit 5 Diary Entries & Communication (Email)	Unit 3 Play scripts & Persuasive writing SMSC: moral lying	Unit 4 Traditional Tales & Instruction text	Unit 2 Poetry & Non-chronological text	Unit 6 Fantasy stories & Information text
Writing Outcomes Reading (Inc. love of reading)	Non-fiction information texts and recount, instructions Fantastic Mr Fox	Fiction - Diary, letters	Non-fiction - information leaflet/poster/text	Fiction - Fantasy Stories	Instructions	Poetry
Maths basic skills Mathematical Enquiry Year 2 Maths	<p>Number – place value Addition subtraction count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems.</p>	<p>Multiplication Division Place value recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Measures Addition subtraction choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p>	<p>Shape Fractions Division multiplication identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects. recognise, find, name and write fractions $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{2}$, $\frac{2}{4}$ $\frac{3}{4}$ 3 of a length, shape, set of objects or quantity write simple fractions for example, $\frac{2}{1}$ of $6 = 3$ and recognise the equivalence $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Statistics fractions interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.</p>	<p>Position and Direction Measures, fractions order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>

			know the number of minutes in an hour and the number of hours in a day.			
<p style="text-align: center;">Science Indoor & Outdoor</p>	<p>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 be changed by squashing, bending, twisting and stretching.</p>	<p>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 be changed by squashing, bending, twisting and stretching.</p>	<p>PLANTS</p> <p>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>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 ♣ 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 ♣ 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>PLANTS</p> <p>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>ANIMALS. INCLUDING HUMANS</p> <p>♣ 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> <p>SMSC: spiritual - enjoy learning about oneself, others and the surrounding world</p>
	<p style="text-align: center;">Computing</p>	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by</p>	<p>use logical reasoning to predict the behaviour of simple programs</p>	<p>create and debug programs</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>recognise common uses of information technology beyond school</p>

	following precise and unambiguous instructions					<p>concerns about content or contact on the internet or other online technologies</p> <p>SMSC: moral - recognise right and wrong</p>
History		<p><u>EVENTS BEYOND LIVING MEMORY</u></p> <p>e.g. Great Fire of London; First aeroplane flight</p> <p>KEY STAGE ONE OBJECTIVES</p> <ul style="list-style-type: none"> • Use common words & phrases relating to time. • Understand how what they are studying fits into a chronological framework • Identify similarities and differences • Use a wide range of historical vocab • Ask & answer questions • Understand how we find out about the past and how it is represented. 	<p><u>EVENTS BEYOND LIVING MEMORY</u></p> <p>e.g. Great Fire of London; First aeroplane flight</p> <ul style="list-style-type: none"> • Use common words & phrases relating to time. • Understand how what they are studying fits into a chronological framework • Identify similarities and differences • Use a wide range of historical vocab • Ask & answer questions • Understand how we find out about the past and how it is represented. 		<p><u>EVENTS BEYOND LIVING MEMORY</u></p> <p>e.g. Great Fire of London; First aeroplane flight</p> <ul style="list-style-type: none"> • Use common words & phrases relating to time. • Understand how what they are studying fits into a chronological framework • Identify similarities and differences • Use a wide range of historical vocab • Ask & answer questions <p>Understand how we find out about the past and how it is represented</p> <p><u>KEY INDIVIDUALS</u></p> <p>Life of significant individual in the past who have contributed to national & international achievements (compare to modern day)</p> <p>e.g. Queen Victoria & Queen Elizabeth II, Christopher</p>	

<p style="text-align: center;">Geography</p>	<p>My World (Yorkshire)</p> <ul style="list-style-type: none"> • Name & locate the four countries and capital cities of the United Kingdom using atlases & globes • Use four compass directions & simple vocab • Use aerial images and other models to create simple plans and maps, using symbols • Use simple fieldwork and observational skills to study the immediate environment • Use basic geographical vocabulary to refer to: key human features including city, town, village, factory, farm, house, office, port, harbour and shop Key physical features: forest, hill, mountain, river, soil, vegetation, season and weather <p>SMSC: spiritual - learning about the surrounding world</p>			<p>Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge</p> <p>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</p>	<p>Columbus, Rosa Parks, Florence & modern nurse</p> <p>SMSC: cultural - appreciate cultural influences</p>	<p>GEOGRAPHICAL FIELDWORK SKILLS</p> <p>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</p> <p>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 and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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.</p>
<p style="text-align: center;">Music</p>				<p>African drumming</p> <p>Play tuned and un-tuned instruments musically</p> <p>Experiment with, create,</p>		<p>Theme - Carnival of the Animals</p> <p>-Listen with concentration and understanding to a range of high-quality live and recorded</p>

				<p>select and combine sounds using the inter-related dimensions of music</p> <p>SMSC: cultural - participate in culture opportunities</p>		<p>music</p> <p>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>-Play tuned and un-tuned instruments musically</p>
<p>Art & Design</p>	<p>DRAWING</p> <p>SMSC: spiritual - imagination and creativity</p>	<p>3D ART</p> <p>SMSC: spiritual - learning about oneself, others and surrounding world</p> <p>Food</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Food</p> <p>Understand where food comes from.</p>	<p>Food</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Food</p> <p>Understand where food comes from.</p> <p>DT (Moving vehicle)</p> <p>Technical knowledge</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles, in their products.</p> <p>Context</p> <p>the home and school, gardens and playgrounds</p> <p>the local community, industry and the wider</p>	<p>Food</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Food</p> <p>Understand where food comes from.</p> <p>DT (Sliding pictures)</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles, in their products.</p> <p>-Select from and use a range of tools and equipment to perform practical tasks e.g cutting, shaping, joining and</p>	<p>PAINTING</p> <p>Food</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Food</p> <p>Understand where food comes from.</p> <p>DT (Sliding pictures)</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles, in their products.</p> <p>-Select from and use a range of tools and equipment to perform practical tasks e.g cutting, shaping, joining and</p>	<p>Food</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Food</p> <p>Understand where food comes from.</p> <p>Technical Knowledge</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles, in their products.</p> <p>Context</p> <p>the local community, industry and the wider environment.</p>

<p>Physical Education</p> <p>MFL</p> <p>PSHCE (inc. British values)</p>	<p><i>Athletics</i> Master basic movements including running and jumping and begin to apply these in a range of activities</p> <p>Locate country/ countries where the language is spoken</p> <p>School council Worship council Harvest festival</p>	<p><i>Invasion games</i> Master basic movements including throwing and catching and begin to apply these in a range of activities</p> <p>Learn how festivals are celebrated in different countries.</p> <p>Mental health and emotional wellbeing</p> <p>Anti-bullying Christmas</p>	<p>environment.</p> <p><i>Gymnastics</i> Develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Learn how greetings are used in different countries.</p> <p>Sex and relationship education</p>	<p><i>Striking and fielding</i> Participate in team games, developing simple tactics for attacking and defending.</p> <p>SMSC: social - cooperate, volunteer and participate</p> <p>Learn how to count and use numbers</p> <p>Sex and relationship education</p> <p>Easter</p>	<p>finishing</p> <p><i>Dance</i> Perform dances using simple movement patterns.</p> <p>Learn how to express thanks</p> <p>Keeping safe and managing risk</p>	<p>Participate in team games, Y2 Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations Learn how to respond to classroom instructions</p> <p>Drug, alcohol and tobacco education</p> <p>SMSC: moral - respect the law, recognise right and wrong</p>
<p>Religious Education</p>	<p>How can we make good choices?</p> <p>SMSC: moral - right and wrong</p>	<p>Why do christians and muslims celebrate new life?</p> <p>SMSC: cultural - respect and celebrate diversity, Christianity and Islam</p>	<p>How and why do people pray</p> <p>Christianity</p> <p>SMSC: spiritual - explore beliefs</p>	<p>How do we celebrate new life?</p>	<p>How can we look after our planet, How can we make good choices?</p> <p>SMSC: moral and ethical issues, offer reasoned views, recognise right and wrong</p>	<p>How and why do people pray</p> <p>Islam</p> <p>SMSC: cultural - respect and celebrate diversity, Christianity and Islam</p>