

## Long Term Plan - Year 2

| Autumn Term  |  | Spring Term  |   | Summer Term  |   |
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| <b>Autumn 1</b><br>Identity and diversity  | <b>Autumn 2</b><br>Sustainable development   | <b>Spring 1</b><br>Human rights  | <b>Spring 2</b><br>Social justice and equity  | <b>Summer 1</b><br>Sustainable development   | <b>Summer 2</b><br>Power and Governance   |
| <b>Big Question:</b><br>What makes me unique?  | <b>Big Question:</b><br>What changes can we make to slow the melting of the ice caps?  | <b>Big Question:</b><br>Is it fair to treat people differently based on their gender/the colour of their skin?   | <b>Big Question:</b><br>Does everyone in the world have a safe place to live?   | <b>Big Question:</b><br>How does recycling help our planet and how can we recycle the things we use?   | <b>Big Question:</b><br>What are our responsibilities and how can we keep ourselves safe?.  |
| <b>Core text:</b>  | <b>Core text:</b>  | <b>Core text:</b>  | <b>Core text:</b>   | <b>Core text:</b>  | <b>Core text:</b>   |
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| <b>Overview:</b><br>Children will be exploring what makes them different, important and special. We will use the story 'Boogie Bear' as a way into exploring how differences between ourselves and others are something to be celebrated. We will look at artwork by the artist Jean-Michel Basquiat | <b>Overview:</b><br>Through our Geography topic 'Pole to Pole', children will be exploring the human and physical features of the North and South Pole. In our Science topic 'living things and their habitats', we will learn about how animals are suited to their habitats. We will look at polar bears and their | <b>Overview:</b><br>Children will explore human rights through reading the story of 'Hermelin' and thinking about the way in which the character was treated based on his appearance. We will move on to read the story 'Nobody Owns the Sky' which links to our History topic 'Women in | <b>Overview:</b><br>Children will learn about 'The Great Fire of London' and will explore the contributing factors for the fire spreading so badly. Children will learn that many people were left homeless after the catastrophic fire. We will explore whether everybody has a safe | <b>Overview:</b><br>Through our core text 'The Tin Forest', we will explore ways in which we can look after our environment. We will think about how the main character in our story uses his rubbish to make a beautiful forest. We will apply this to our own lives and think about all the things that we use | <b>Overview:</b><br>Children will explore the big question of how we can keep ourselves safe through looking at the choices that the characters make in both core texts 'Into the Forest' and 'Hansel and Gretel'. We will relate this to our own lives and think about our responsibilities and the things we do to keep |

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| and talk about how we can express our 'uniqueness' through art. We will also explore where we are in the world through our Geography topic, the UK.  | habitat, and through this we will begin to look at climate change and how human action is impacting on this. We will explore ways in which we can help to slow the melting of the ice caps through making small changes to our everyday routines. | Aviation'. Through this we will explore how some people have been treated differently in the past just because of the colour of their skin or because of their gender. Children will learn how significant women in aviation helped to bring about change in the world through their determination to follow their dreams and by standing up for what was right. | place to live in today's world. Our Science topic will lend to our learning about how the fire spread so badly through learning about the properties of different materials. Children will build their own houses out of junk modelling materials and will have the opportunity to set a selection of our houses alight. We will imagine we are in 1666, and we will think about what the people of London could see, smell, hear and taste during this historic event. | and throw away and together we will come up with creative ways in which we can reuse and recycle to reduce waste.   | ourselves safe and healthy. Through PSHE, we will explore how we recognise and manage our own feelings to help keep our minds healthy.  |
| <b>Guided Reading Text:</b><br>Let's Visit England<br>Boogie Bear  | <b>Guided Reading Text:</b><br>Non-fiction text<br>Polar bears  | <b>Guided Reading Text:</b><br>Hermelin  | <b>Guided Reading Text:</b><br>The Great Fire of London<br>George's Marvellous Medicine   | <b>Guided Reading Text:</b><br>The Tin Forest<br>Leaflet<br>I was a Rat   | <b>Guided Reading Text:</b><br>The Enchanted Wood<br>Michael Morpurgo - Kasper: Prince of cats  |
| <b>Writing outcomes linked to core texts:</b><br>Fact File All About Me<br>Diary entry<br>Instruction writing  | <b>Writing outcomes linked to core texts:</b><br>Letter writing<br>Non-chronological report on North and South Pole   | <b>Writing outcomes linked to core texts:</b><br>Narrative - writing alternative ending to the story<br>Diary entry by Bessie Coleman  | <b>Writing outcomes linked to core texts:</b><br>Persuasive letter from Samuel Pepys<br>Report on GFoL<br>Instruction writing   | <b>Writing outcomes linked to core texts:</b><br>Leaflet writing on Tin Forest<br>Retell of Tin Forest<br><br><i>TBC based on children's writing needs at this stage in the school year</i> | <b>Writing outcomes linked to core texts:</b><br>Story writing<br>Alternative story ending<br><br><i>TBC based on children's writing needs at this stage in the school year</i> |
| <b>Writing skills:</b><br>Sentence building using colourful semantics structure (who, what doing, what, where?).<br><br>Building our understanding of the different word classes and how they work in a sentence: nouns, adjectives and verbs. |   | <b>Writing skills:</b><br>To be confirmed based on children's needs identified in Autumn Term  |   | <b>Writing skills:</b><br>To be confirmed based on children's needs identified in Autumn Term   |   |

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| <p>Using description in our writing through the use of expanded noun phrases.</p> <p>Using co-ordination and sub-ordination to extend our sentences.</p> <p>Working on our letter formation and beginning to use joins.</p> <p>Writing short narratives in first person to retell sequenced events.</p> |   |  |  |   |   |
| <p><b>Diversity, Community, Global project outcome:</b><br/>Children will create a piece of artwork that will reflect their personal attributes and the things that make them unique. This artwork will be inspired by the artists Jean-Michel Basquiat.</p>  | <p><b>Diversity, Community, Global project outcome:</b><br/>As a class, children will decide on changes that we can make to our everyday lives to help slow the melting ice caps. The children will then choose an influential person to write and send a letter to, persuading this person to help us bring about change in our local area. The aim of these changes will be to make a positive difference to the world by slowing the melting of the ice caps..</p> | <p><b>Diversity, Community, Global project outcome:</b><br/>We will hold class debates on scenarios based on whether it is fair to treat people differently based on our individual differences.</p> | <p><b>Diversity, Community, Global project outcome:</b><br/>Link with homeless charity 'Evolve'. Children will decide on a way that we can help people who do not have a safe place to live.</p>   | <p><b>Diversity, Community, Global project outcome:</b><br/>As a year group, we will think about ways that we can look after our local environment. Our project will be formed through children's responses to the text 'The Tin Forest'.</p> | <p><b>Diversity, Community, Global project outcome:</b><br/><i>To be confirmed based on learning throughout the year/restrictions and measures that are in place.</i></p>                 |
| <p><b>Other Curriculum areas:</b></p> <p><b>Maths:</b> The story of place value and fact families</p> <p><b>Science:</b> What do animals (including humans) need to survive?</p> <p><b>Geography:</b> What are the characteristics of</p>   | <p><b>Other Curriculum areas:</b></p> <p><b>Maths:</b> Fractions, multiplication and additive reasoning.</p> <p><b>Science:</b> How do habitats provide for living things?</p> <p><b>Geography:</b> What are the human and physical</p>   | <p><b>Other Curriculum areas:</b></p> <p><b>Science:</b> What do animals need to survive?</p> <p><b>History:</b> How did women in aviation change the world?</p>                                     | <p><b>Other Curriculum areas:</b></p> <p><b>Science:</b> What are the properties of different materials and what are they suitable for?</p> <p><b>History:</b> The Great Fire of London: Who had a significant role to play in the events before and</p> | <p><b>Other Curriculum areas:</b></p> <p><b>Science:</b> What do plants need to grow and survive?</p> <p><b>History:</b> The Great Fire of London: Who had a significant role to play in the events before and after the fire? Why did</p>    | <p><b>Other Curriculum areas:</b></p> <p><b>Science:</b> What do plants need to grow and survive?</p> <p><b>Geography:</b> Why do we use maps and how are they used in everyday life?</p> |

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| <p>each country in the UK?<br/>What are the capital cities of the UK?</p> <p><b>PSHE:</b> What are families like? What makes a good friend?</p> <p><b>RE:</b> Why is it good to listen to and remember the stories Jesus told? Why Did Jesus Teach The Lord's Prayer As The Way To Pray?</p> <p><b>Computing:</b> How do we communicate and collaborate online?</p> <p><b>DT:</b> How can we make a healthy lunch? <i>Food technology</i></p> | <p>features of the poles?<br/>How is the climate of the poles similar/different to places on the equator?</p> <p><b>PSHE:</b> What is Bullying? What can we do to prevent/stop bullying?</p> <p><b>RE:</b> Why are saints important to Christianity? Where is the light of Christmas?</p> <p><b>Computing:</b> How can we use technology to communicate? <i>Letter writing in Google Docs</i></p> <p><b>DT:</b> How can we use levers and sliders to create moving features in a book/toy/card? Who would this be made for and why?</p> | <p><b>PSHE:</b> What can we do with money?</p> <p><b>RE:</b> Why do Christians make and keep promises to God?</p> <p><b>Computing:</b> How can we use data to represent information about ourselves and our class mates?</p> <p><b>Art:</b> How did Jean-Michel Basquiat represent his identity and diversity through art?</p> <p><b>Maths:</b> TBC based on learning needs</p> | <p>after the fire? Why did the fire spread so badly?</p> <p><b>PSHE:</b> What helps us stay safe?</p> <p><b>RE:</b> What are God's rules for living? (The 10 Commandments) How Do Easter Symbols Help Us To Understand The Meaning Of Easter For Christians?</p> <p><b>Computing:</b> We are Firefighters/We are Games Testers! <i>Programming &amp; Control</i></p> <p><b>DT:</b> How can we construct a stable, strong fire engine using axles, wheels and chassis?</p> <p><b>Maths:</b> TBC based on learning needs.</p> | <p>the fire spread so badly?<br/><i>Continued</i></p> <p><b>Geography:</b> Why do we use maps and how are they used in everyday life?</p> <p><b>PSHE:</b> What can help us grow and stay healthy?</p> <p><b>RE:</b> What does it mean to be a Hindu?</p> <p><b>Computing:</b> How do we communicate and collaborate online?</p> <p><b>Art:</b> How did Turner use watercolour to create striking images of fire?</p> <p><b>Maths:</b> TBC based on learning needs.</p> | <p><b>PSHE:</b> How do we recognise our feelings?</p> <p><b>RE:</b> What is the importance of symbols, beliefs and teaching in Hinduism?</p> <p><b>Computing:</b> We are Photographers: What devices can we use and how can we change and edit photographs? <i>Digital Media</i></p> <p><b>Art:</b> <i>TBC based on children's interests and global citizenship project</i></p> <p><b>Maths:</b> TBC based on learning needs</p> |
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