

# Long Term Curriculum Plan year 2

<b>Term 1</b> <b>To infinity and beyond!</b>	<b>Term 3</b> <b>Stomp in the swamp!</b>	<b>Term 4</b> <b>Ready, steady, grow!</b>
<p><b>English</b></p> <ul style="list-style-type: none"> <li>- Fiction Narrative</li> <li>- Descriptive writing</li> <li>- Letters</li> <li>- Post cards</li> <li>- Instructions</li> </ul> <p><b>Texts</b></p> <ul style="list-style-type: none"> <li>- Look up! Nathan Bryan. (Fiction)</li> <li>- Man on the moon- Simon Bartram</li> <li>- Beegu</li> <li>- The Christmasaurus</li> <li>- The Christmas crayons</li> <li>- The nativity</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>- Fiction Narrative</li> <li>- Letters</li> <li>- Newspaper reports</li> </ul> <p><b>Texts</b></p> <ul style="list-style-type: none"> <li>- Prehistoric actual size</li> <li>- Dear Dinosaur</li> <li>- Mary Anning- Non fiction reports</li> <li>- The somethingosaur</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>- Poetry</li> <li>- Instructions</li> <li>- Fiction Narrative</li> </ul> <p><b>Texts</b></p> <ul style="list-style-type: none"> <li>- When I Grow up</li> <li>- Spring poetry</li> <li>- Think Big!</li> </ul>

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<p><b>Theme/Topic</b></p> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• <i>Identify and compare everyday materials.</i></li> <li>• <i>Find out how the shapes of solid objects made from</i></li> <li>• <i>Looking at and compare the materials of a spacesuit. Children to design a space suit that is suitable and comfortable to wear to space.</i></li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• <i>Identify and compare everyday materials.</i></li> <li>• <i>Find out how the shapes of solid objects made from</i></li> <li>• </li> </ul>	<p><b>Theme/Topic</b></p> <p><b>Science:</b></p> <ol style="list-style-type: none"> <li>1. <i>Explore and compare the differences between things that are living, dead and things that have never been alive.</i></li> <li>2. <i>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.</i></li> <li>3. <i>Notice than animals including humans have offspring which grow into adults.</i></li> <li>4. <i>Find out about and describe the basic needs of animals, including humans, for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></li> </ol> <ul style="list-style-type: none"> <li>• <i>Animal Habitats</i></li> <li>• <i>Habitat shoebox</i></li> </ul>	<p><b>Theme/Topic</b></p> <p><b>Science:</b></p> <ol style="list-style-type: none"> <li>1. <i>Identify and name a variety of plants and animals in their natural habitats, including micro-habitats.</i></li> <li>2. <i>Describe how other 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.</i></li> <li>3. <i>Observe and describe how seeds and bulbs grow into mature plants.</i></li> <li>4. <i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i></li> <li>5. <i>Working scientifically.</i></li> </ol> <ul style="list-style-type: none"> <li>• <i>Dissecting a flower (dandelions)</i></li> <li>• <i>. Absorbing water test (celery in food colouring test.</i></li> <li>• <i>Grow cress</i></li> <li>• <i>Test growing something in different locations.</i></li> <li>• <i>Gardening and growing.</i></li> <li>• <i>Gardening day</i></li> </ul>
<p><b>Geography:</b></p> <ol style="list-style-type: none"> <li>1. <i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies as this key stage.</i></li> </ol>	<p><b>Geography:</b></p>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• <i>Local area</i></li> </ul>

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<p>2. <i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.</i></p> <ul style="list-style-type: none"> <li>• The earth from space.</li> <li>• Look at aerial photographs of St. neots/London etc.</li> <li>• Make a paper Mache globe.</li> <li>• Me on the map activity (Pinterest)</li> </ul> <p>1. <i>Name and locate the world's seven continents and five oceans.</i></p> <p>2. <i>Name, locate and identify characteristics of the four countries ad capital cities of the United Kingdom and its surrounding seas.</i></p> <p>3. <i>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.</i></p> <p>4. <i>Use simple compass directions and locational and directional language.</i></p> <ul style="list-style-type: none"> <li>• Christmas around the world</li> <li>• Santa's directions</li> </ul>		
<p><b>History:</b></p> <ul style="list-style-type: none"> <li>• <i>Know the lives of significant individuals in the past who have contributed to national and international achievements. (Neil Armstrong)</i></li> <li>• Neil Armstrong- First man on the moon.</li> <li>• Drama- Acting it out.</li> </ul>	<p><b>History:</b></p> <p>1. <i>Events beyond living memory that are significant nationally or globally.</i></p> <ul style="list-style-type: none"> <li>• The big bang, dinosaurs</li> <li>• What killed the dinosaurs (volcanoes, asteroids or ice age?)</li> </ul>	<p><b>History:</b></p> <p>1. Significant historical events, people and places in their own locality.</p>

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<ul style="list-style-type: none"> <li>• Know the lives of significant individuals in the past who have contributed to national and international achievements. (Neil Armstrong)</li> <li>• The history of saint Nicholas/ Christmas trees etc.</li> </ul>		
<p><b>Art:</b></p> <ol style="list-style-type: none"> <li>1. To use a range of materials creatively to design and make products.</li> <li>2. To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</li> <li>3. Develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>4. 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.</li> </ol> <p><b>Art:</b></p> <ol style="list-style-type: none"> <li>5. To use a range of materials creatively to design and make products.</li> <li>6. To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</li> <li>7. Develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>8. About the work of a range of artists, craft makers and designers, describing the</li> </ol>	<p><b>Art:</b></p> <ol style="list-style-type: none"> <li>1. To use a range of materials creatively to design and make products.</li> <li>2. To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</li> <li>3. Develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>4. 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.</li> </ol> <ul style="list-style-type: none"> <li>• Salt dough bones</li> <li>• Animal prints</li> </ul>	<p><b>Art:</b></p> <ol style="list-style-type: none"> <li>1. To use a range of materials creatively to design and make products.</li> <li>2. To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</li> <li>3. Develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>4. 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.</li> </ol> <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Monet- Lillie's on the bridge.</li> </ul>

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<p><i>differences and similarities between different practices and disciplines and making links to their own work.</i></p> <p>9.</p> <p>10. Powder paint- shades and tones (earth pictures)</p> <p>11. Peter thorpe- artist</p> <p>12. Paper Mache globes</p>		
<p><b>D&amp;T</b></p> <ol style="list-style-type: none"> <li>1. <i>Design purposeful, functional, appealing products for themselves and others based on design criteria.</i></li> <li>2. <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate information and communication technology.</i></li> <li>3. <i>Select from and use a range of tools and equipment to perform practical tasks for example cutting, shaping, joining and finishing.</i> <ul style="list-style-type: none"> <li>• Design a rocket that can fly.</li> </ul> </li> </ol> <ol style="list-style-type: none"> <li>1. <i>Design purposeful, functional, appealing products for themselves and others based on design criteria.</i></li> <li>2. <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate information and communication technology.</i></li> <li>3. <i>Select from and use a range of tools and equipment to perform practical tasks for example cutting, shaping, joining and finishing.</i> <ul style="list-style-type: none"> <li>• Festival Foods</li> </ul> </li> </ol>	<p><b>D&amp;T</b></p> <ol style="list-style-type: none"> <li>1. <i>Design purposeful, functional, appealing products for themselves and others based on design criteria.</i></li> <li>2. <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate information and communication technology.</i></li> <li>3. <i>Select from and use a range of tools and equipment to perform practical tasks for example cutting, shaping, joining and finishing.</i> <ul style="list-style-type: none"> <li>• Make a moving prehistoric vehicle.</li> </ul> </li> </ol>	<p><b>D&amp;T</b></p> <ol style="list-style-type: none"> <li>1. <i>Design purposeful, functional, appealing products for themselves and others based on design criteria.</i></li> <li>2. <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate information and communication technology.</i></li> <li>3. <i>Select from and use a range of tools and equipment to perform practical tasks for example cutting, shaping, joining and finishing.</i> <ul style="list-style-type: none"> <li>• Grow and cook food</li> </ul> </li> </ol>

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<ul style="list-style-type: none"> <li>• Make a Christmas Decoration</li> <li>• Wrap a gift.</li> <li>•</li> </ul>		
<p><b>Music</b> Charranga</p> <ul style="list-style-type: none"> <li>• Christmas performance</li> </ul>	<p><b>Music</b> Charranga</p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Year 2 music festival</li> <li>• Charranga</li> </ul>
<p><b>Computing</b></p>	<p><b>Computing</b></p>	<p><b>Computing</b></p>
<p><b>Wow Days/Visitors Etc.</b></p> <ul style="list-style-type: none"> <li>• Space day visit</li> <li>• Pantomime</li> <li>• Walk to St.Mary's</li> </ul>	<p><b>Wow Days/Visitors Etc</b></p> <ul style="list-style-type: none"> <li>• Knebworth gardens</li> <li>• Fossil dig wow day.</li> </ul>	<p><b>Wow Days/Visitors Etc.</b></p> <ul style="list-style-type: none"> <li>• Jordans mill</li> <li>• Year 2 music festival.</li> </ul>