

## Year 2 Long Term Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Globe Trotters Geography led	A Boy called Dickens History led	Once Upon a Time English led	Roots, Shoots, Buckets and Boots Science led	Operation Spy Time Geography led	Healthy Me, Healthy You History led
<b>Hook</b>	Travelling abroad on Copnor Airways! Our values animals have been listening to all the stories we have been telling about or holidays and want to go on one too.	Charles Dickens has sent us some of his belongings. Can we have a look through them and start to ask some questions about him and his life?	Crime scene – over the Christmas holidays some characters have managed to get into school and have left clues. Can we work out which traditional tale characters they are?	Plant workshop – Children will come into school in wellies and coats. Carry out different workshop activities outside looking at plants and what they need to grow.	Top secret letter from the queen explaining that we have been chosen to complete a set of top secret missions and will be commencing training this half term. Code breaker assault course.	Fitness day! Children will receive a letter from a soldier explaining that he has to take a fitness to join the army
<b>Outcome</b>	Travel Agents – Children will use the knowledge they have learnt throughout the topic to help parents decide where is the best place to travel to	Dickens museum – Children will share their models and art work around houses and transport. They will discuss how they have changed over time and give examples. They will share their Charles Dickens stories and share their facts about Dickens.	Art gallery for parents – children will produce a landscape in the style of Monet and a piece of collage which will form a whole year group display	Plant guide - Create a guide on how to look after plants	Secret Agents presentation and training guides – how to be a secret agent	Healthy café for parents - Linking in with their business enterprise
<b>KEY QUESTIONS:</b>	From a selection of words, circle the seven continents e.g. Portsmouth, England, Europe, Asia etc.  From a selection of words, circles the five oceans e.g. Atlantic, Arctic, Europe  Explain how Alice Springs is different to Portsmouth	Show children a picture of Charles Dickens – who is he and why is he important?	*assessed in English*	*assessed in Science*	Give children a map with symbols on it. Descriptions such as: The church is north of the school Children need to work out where the church is and draw it on	Show children a picture of Florence Nightingale – who is she and why is she important?
<b>PSHE</b>	<b>PRIOR LEARNING:</b> Understand ways to keep safe at home and in school Understand who to go to if you are worried about something		<b>PRIOR LEARNING:</b> Recognise different emotions, why you are feeling them and how to manage them	<b>PRIOR LEARNING:</b> Understand how they can contribute to the life of the classroom and the school Recognise what is right and wrong How to respond when people are being unkind	<b>PRIOR LEARNING:</b> Describe strategies to resolve simple arguments Understand that we belong to groups and communities	<b>PRIOR LEARNING:</b> Learn about the importance of personal hygiene and take responsibility for own health Describe strategies to resolve simple arguments
	<b>FUTURE LEARNING:</b> Understand how to keep safe online – focus on never agreeing to meet someone you met online or accept emails from unknown sources. Understand what is reliable online	<b>FUTURE LEARNING:</b> Differentiate between risk, danger and hazard in every day situation	<b>FUTURE LEARNING:</b> Deepen the understanding of different feelings Understand the role money plays in their lives and how it influences their choices	<b>FUTURE LEARNING:</b> Develop strategies and skills to care for the environment Recognise ways in which a relationship can be unhealthy and who they can go to for support	<b>FUTURE LEARNING:</b> Understand the concept of keeping something confidential and when you should or shouldn't agree (Y5) Appreciate the range of different identities in the UK (Y4)	<b>FUTURE LEARNING:</b> Recognise opportunities for making own choices when having food and understand what makes a balanced diet Develop strategies to resolve conflict
	<b>Health and Wellbeing</b> Understand how to keep safe online (SMART) Focus on SAFE and make sure an adult knows you are on the internet and knows what you are looking at Tell an adult if you see anything that worries you Recognise that choices have good and not so good consequences	<b>Health and Wellbeing</b> Understand sensible road use, describe potential risks in their local environment e.g. parked cars Recognise how others show feelings and understand how to respond Recognise how their behaviour affects others Explain how special people should care for one another	<b>Health and Wellbeing/ Relationships</b> New year's resolution – recognise and celebrate strengths Set challenging but realistic goals Recognise when you are feeling different emotions Explain why you are feeling a particular emotion Begin to learn from their own experiences	<b>Living in the Wider World</b> Describe what improves and harms their local natural and built environments Recognise that they have a shared responsibility for keeping themselves and others safe Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond	<b>Relationships</b> Understand the difference between secrets and surprise Understand that it is important not to keep adult's secrets Understand that as you get older you become more independent and you have more responsibilities Recognise the special people who work in their community and who are responsible for looking after them and protecting them	<b>Health and Wellbeing</b> Learn what makes a healthy lifestyle including the benefits of physical activity, rest and healthy eating and dental health Learn how some diseases are spread. Understand that people and other living things have rights and that everyone has responsibilities to protect those rights Use strategies to resolve conflict Resolve differences by seeing and respecting others points of view Share opinions on things that matter to them.

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	Understand where and how to get help around school		Recognise how others show feelings and understand how to respond (P4C) Recognise how their behaviour affects others Understand that money comes from different sources and can be used for different purposes including the concept of spending and saving	Understand that people's bodies and feelings can hurt Understand how to resist different types of teasing and bullying and if they witness it, who to go to and how to get help	Understand how people contact those special people when they need their help including dialling 999 in an emergency	Learn about transition between key stages
P4C	What is more important continents or oceans?	Life is better now we have cars. Do you agree?		Are plants a good thing? Have humans helped or hindered plants?		
Learning Values	<b>Respect</b> – Learn how to respect and look after the world we live in <b>Collaboration</b> - Work as a team to create our travel agents	<b>Tolerance</b> – Understand that not everyone celebrates Christmas and that this is okay <b>Collaboration</b> – Create our decorations together to put up at our Dickensian Christmas	<b>Tolerance</b> – Understand people in our team will want to do things differently to us and working out a way to compromise <b>Collaboration</b> – Work as a team to make small sections of our DT collage which will be put together to make a whole year group masterpiece!	<b>Initiative</b> – Use initiative to think of ways to look after our plants <b>Resilience</b> – Create and improve our original sketches and never give up	<b>Initiative</b> - Solve problems and work as a team to find the treasure <b>Tolerance</b> –Listen to the opinions of others and to work as a team to overcome problems	<b>Respect</b> – Understand that people's opinions have changed over time <b>Resilience</b> – Improve our fitness over the course of the half term
Outdoor Learning	Hunt for the wombat Mini orienteering	Micro habitat investigation	Follow directions around the school playground using new vocabulary from Maths to find the location of the beanstalk	Plant plants and look after them	Look at our local environment from a geographical point of view Create sketches and drawings of different geographical features both natural and manmade	Create an assault course outside for children from Y1 to take part in
Life skills	Learn about different countries and their climates and what we need to do to stay safe in the sun or in the cold	Work towards hosting own Dickensian Christmas event	Create a booklet telling people what you need to prepare when you're going on an adventure	Produce a plant diary which will explain how to look after a plant	Learn about the geography of our local area using maps and compasses	Create a fitness programme and healthy meal which they will then buy, make and serve to parents at outcome
English	Genre: Letter Text Driver: Tom and the Island of dinosaurs Purpose: Write a letter to Grandad to tell him what has happened and that he is on his way back Genre: Diary Text Driver: Diary of a Wombat Purpose: To write our own diary about the day the wombat escaped Genre: Description Text Driver: Immi Purpose: To write our own description of a location we have studied for our outcome	Genre: Description – character and setting Text Driver: Winter's Child Purpose: Write description of a character and of a setting to feed into our story writing Genre: Story writing Text Driver: A Christmas Carol Purpose: Write the opening of a story	Genre: Persuasive letter Text Driver: Jack and the Baked Bean Stalk Purpose: Persuasive letter to the council Genre: Character Description Text Driver: Inside the Villains Purpose: Description of their own traditional tale villain	Genre: Letter Text Driver: Bear and the Piano Purpose: Writing a letter to his friends asking if he can come back home. Genre: Explanation Text Driver: Bear and the Piano Purpose: Report about how to survive life in a busy centre	Genre: Story Text Driver: Journey Purpose: Writing the next chapter of the story- what is through the door? Genre: Report writing Text Driver: Tuesday Purpose: Write a report on the opening to the book using the animation	Genre: Diary Text Driver: The Day the Crayons Quit Purpose: Write a diary from the point of view of one of the crayons Genre: Instructions Text Driver: George's Marvellous Medicine Purpose: Instructions on how to make your own medicine Genre: Text Driver: George's Marvellous Medicine Purpose: Write a story of someone else's medicine
Maths	Problem Solving Number and Place Value Addition and Subtraction Measures – length	Problem Solving Multiplication and division Geometry – Properties of shape Measures – time Fractions Statistics	Problem Solving Number and place value Addition and Subtraction Geometry – Position, direction and movement Money	Problem Solving Number and place value Multiplication and division Measures – weight/mass	Problem Solving Number and Place Value Measures (including calculations and fractions) Geometry (Shape)	Problem Solving Multiplication and Division Measures – Capacity Fractions Time – Reading clocks
Computing	<b>PRIOR LEARNING:</b> What to do if you see something strange or upsetting online	<b>PRIOR LEARNING:</b> Use back space, enter, space bar	<b>PRIOR LEARNING:</b> Debug an error in a simple programme		<b>PRIOR LEARNING:</b> Debug an error in a simple programme	<b>PRIOR LEARNING:</b> Create a pictogram of eye colour as a class

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	Only ever give your first name online if you are talking to a stranger		List examples of common programming		List examples of common programming	
	<b>FUTURE LEARNING:</b> People pretending to be somebody else online	<b>FUTURE LEARNING:</b> Use keyboard to revise skills Type in a URL to find a website Use a search engine Select the most appropriate program to complete a given task	<b>FUTURE LEARNING:</b> Use repetition to make programmes more efficient Navigate the Scratch programming environment Create a sprite and add inputs	<b>FUTURE LEARNING:</b> Choose information to put into a database (Y4)	<b>FUTURE LEARNING:</b> Use repetition to make programmes more efficient Navigate the Scratch programming environment Create a sprite and add inputs	<b>FUTURE LEARNING:</b> Create a simple pictogram and send it to a friend as a word document
	Explain why we use passwords Explain what is personal information is and the need to keep it private Remind them that if you see something strange or upsetting, make sure you tell an adult Understand what make a good online friend and the need to be kind and thoughtful online as in the real world Understand that spending a long time in front of a computer screen can be unhealthy Know that not all information found online is true	Explore a website by clicking on the arrows, menus and hyperlinks Use the keyboard- use shift for capital letters Know how to add punctuation Word process short texts Start to use two hands when typing Navigate around text in a variety of ways Find out facts about Charles Dickens- cut and paste text, change the font size, style and colour and add images to documents	Debug an error in a simple Beebot program to move it along a designated route Write your own Beebot program Use the language if ... then to describe the relationship between two actions	Create and search a branching database using pre-prepared images and questions	Create own simple Scratch program and change its background and character Discuss meaning of algorithm and link to algorithms they see in everyday life: traffic lights, alarm clocks, computer games Evaluate the success of an algorithm or program Use the language if ... then to describe the relationship between two actions	Interpret a variety of simple pictograms and charts from the computer
Science	<b>PRIOR LEARNING:</b> Compare how animals are similar/different to other living things e.g. humans, plants	<b>PRIOR LEARNING:</b> Name the material different objects are made of and their properties Group material based on their properties	<b>PRIOR LEARNING:</b> Draw and label parts of the plants Name plant and trees Compare and group plants			<b>PRIOR LEARNING:</b> Identify and name common animals e.g. carnivore, herbivore Describe and compare structure of animals Identify and name basic parts of human body
	<b>FUTURE LEARNING:</b> Learning about environments and how they can change (the Amazon burning/ the polar ice caps melting) Y4	<b>FUTURE LEARNING:</b> Group materials into states of matter Reversible and irreversible changed Observe and record evaporation and condensation	<b>FUTURE LEARNING:</b> How water is transported through plants Functions of parts of plants Explore life cycle of plants Seed dispersal			<b>FUTURE LEARNING:</b> Animals cannot make their own food Balanced food plate and nutritional value of foods Recognise use of skeleton and muscles needed for protection, movement and support
	<b>LIVING THINGS AND THEIR HABITATS</b>	<b>LIVING THINGS AND THEIR HABITATS</b>	<b>USES OF EVERYDAY MATERIALS</b>	<b>PLANTS</b>		<b>ANIMALS INCLUDING HUMANS</b>
	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 Identify and name a variety of plants and animals in their habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain <b>Working scientifically</b> Sort and classify things according to whether they are living, dead or were never alive, and recording findings using charts	Look at microhabitats around the school environment Design different microhabitats – changing one feature – which will be the most effective <b>Working scientifically</b> Describe the conditions in different habitats and micro-habitats and find out how the conditions affect the number and type(s) of plants and animals that live there	Identify which materials are suitable for making a table, house, cup, box out of? Explain why they are suitable based on their properties e.g. strong, transparent, flexible Compare two materials and decide which is the <b>most suitable for a particular situation</b> e.g. a wooden bench for the garden, a cup for children Explore how the shapes of plasticine, rubber band, paper clip, solid objects can be changed by squashing, bending, stretching <b>Working scientifically</b> Identify and compare the uses of everyday materials in and around the school with materials found in	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 Create Jack and the Beanstalk Beans <b>Working scientifically</b> Observe and record, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observe similar plants at different stages of growth Set up a comparative test to show that plants need light and water to stay healthy		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 <b>Working scientifically</b> Observe how different animals, including humans, grow Ask questions about what things animals need for survival and what humans need to stay healthy Suggest ways to find answers to their questions

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	Describe how they decide where to place things and explore questions and talk about ways of answering them Construct a simple food chain that includes humans		other places e.g. Copnor road, park			
History/ Geography	<b>PRIOR LEARNING:</b> Locate 4 countries in the UK Find Portsmouth on a map Local study of the school grounds and features of Portsmouth Draw a simple sketch map showing key features of local area Record a simple conclusion to fieldwork	<b>PRIOR LEARNING:</b> School being built and here now Realising the world hasn't always been the same Differences between then and now – comparison of parts of the school building			<b>PRIOR LEARNING:</b> Using picture maps and globes to look at countries in the UK Use simple directional language Using aerial photographs to recognise landmarks in Portsmouth and simple maps of the school grounds	<b>PRIOR LEARNING:</b> Describe people and places and their lasting legacy (Guy Fawkes) Identify reasons for events Identify differences in their own lives and others around them
	<b>FUTURE LEARNING:</b> Locate some of the world's countries on a map Explain the difference between human and physical Geography Draw a sketch map with annotations of human and physical features Record a conclusion to their fieldwork question and provide an explanation	<b>FUTURE LEARNING:</b> Advances in technology between 3 topic eras Spot anachronisms and begin to use reasoning skills			<b>FUTURE LEARNING:</b> Use the 4-point compass to describe locations across UK and around the world Letters and number coordinates Simple map with OS symbols	<b>FUTURE LEARNING:</b> Select and organise resources from different sources
	Name and locate the world's seven continents and five oceans Locate the capital cities of the four countries of the UK on a map Learn about Alice Springs (Ayers Rock) and compare it to Portsmouth. <a href="#">Link to Yr 3 – Science - Rocks</a> Compare the human and physical features of Portsmouth with Alice Springs <a href="#">Link to Yr4 History – Tudors – Portsmouth as part of the Royal navy</a> Vocab – North, East, South, West Use secondary sources to make observations to compare the physical geography of Alice Springs and Portsmouth Produce a sketch map <i>with labels</i> showing key features of Portsmouth Use a camera to gather evidence of what they have seen when making observations Ask adults a range of questions about the Portsmouth area <a href="#">Link to Yr1 History - School then and now</a> Record a conclusion to their fieldwork question, using their observations to support their conclusion	Describe people and places and their lasting legacy (Charles Dickens and Florence Nightingale) Describing consequences of peoples' actions <a href="#">Link to Yr 3 &amp; Yr4 Geography – Fieldwork – Sketch map of local area</a> <a href="#">Link to Yr1 Geography – identify features of Portsmouth.</a> Consider times of Charles Dickens and how style of writing has changed between now and then through using a source to talk about modern/new things like pens. <a href="#">Link to Yr3 Geography – trade links and food distribution</a> Identify reasons for events			Use the four-point compass directions (North, East, South and West) to describe the location of local features or routes on a map <a href="#">Link to Year 2 Maths – Spring 1 – Position and Direction</a> Use plan perspectives to recognise landmarks and basic human and physical features Draw a simple map of the local area and create their own symbols for key features	Describe people and places and their lasting legacy (Charles Dickens and Florence Nightingale) Describing consequences of peoples' actions Marking key events: Realise 1800 improves hygiene and help for the poor Link idea of transport in these times to Portsmouth (dockyard) and in Florence Nightingale era At end of Y2 place all topics in sequence on a timeline (don't worry about scale) Compare buildings and historical features using real sources Describe transport of these periods (Florence Nightingale to Scutari) and make links to current day link to Portsmouth dockyard city in Geography Compare hospitals and hygiene now to Florence Nightingale's experience of hygiene Introduce the difference between primary and secondary text sources to describe Old Portsmouth

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	Use a simple atlas to locate the world's seven continents and five oceans					
RE	<p><b>PRIOR LEARNING:</b>  <b>Enquire:</b>            Recognise and describe in simple terms things that are special to others            Recognise religious symbols and words            Begin to understand the importance of some concepts to religious stories            Identify where a key concept fits into my own experiences  <b>Contextualise:</b>            Talk about my own feelings and experiences            Talk about what is important to me and others            Begin to make comparisons across religious stories and describe their importance            Give examples of ways different people show religion and their beliefs are important to them            Share my experiences and feelings about sharing and greed; right and wrong  <b>Communicate:</b>            Talk about my own special day and what to do            Talk about the concepts and how they apply to me            Talk about things that concern me  <b>Evaluate:</b>            Know there are special people and times            Begin to understand the importance of religious stories            Begin to describe how key concepts are important to religious stories            Talk about what I like and dislike in a religious story</p>			<p><b>FUTURE LEARNING:</b>  <b>Enquire:</b>            Describe a concept and relate it to familiar stories I have read            Research into and use a range of words correctly when I talk about a religion            Make enquiries into concepts and associate them to the world around me  <b>Contextualise:</b>            Understand the links between concepts and religious stories            Describe the feelings I have about things that are important to me            Describe and explain the importance of symbols to Christians  <b>Communicate:</b>            Express a personal response to the concept            Describe feelings and experiences I have about a range of important issues            Explain some of the ways in which religion can influence a person's life  <b>Evaluate:</b>            Describe some of the ways in which people show that religion is important to them and recognise different viewpoints            Begin to see some similarities in different religions and link together aspects of religious life and practice            Understand the importance of religious stories to believers</p>		
	<p><b>Creation – Creation Stories</b>  <b>Enquire:</b>            Use my own experiences to describe a concept  <b>Contextualise:</b>            Recognise the importance of concepts within religious stories            Make comparisons across religious stories and describe their importance  <b>Evaluate:</b>            Reflect on important issues and talk about my feelings  <b>Communicate:</b>            Talk about some things people believe about God</p>	<p><b>Light as a Symbol – Advent and Hanukah</b>  <b>Enquire:</b>            Identify important symbols and how some people are considered special through the examples they set  <b>Contextualise:</b>            Talk about the meaning of the symbol of light in a religious celebration and how it makes me feel  <b>Evaluate:</b>            Discuss the importance of the concept in different situations to different people  <b>Communicate:</b>            Begin to describe different experiences and feelings I have about a range of important issues            Identify important symbols and how some people are considered special through the examples they set  <b>Contextualise:</b>            Talk about the meaning of the symbol of light in a religious celebration and how it makes me feel  <b>Evaluate:</b>            Discuss the importance of the concept in different situations to different people  <b>Communicate:</b>            Begin to describe different experiences and feelings I have about a range of important issues</p>	<p><b>Change – People Jesus Met</b>  <b>Communicate:</b>            Talk about puzzling ideas  <b>Enquire/Contextualise:</b>            Recognise the importance of concepts within religious stories  <b>Evaluate:</b>            Talk about the meaning of a range of religious stories (Christian/Judaism)</p>	<p><b>Welcoming – linked to Palm Sunday</b>  <b>Enquire:</b>            Use my own experiences to describe a concept  <b>Contextualise:</b>            Give examples of how religious people celebrate  <b>Evaluate:</b>            Discuss the importance of the concept in different situations to different people  <b>Communicate:</b>            Explain my own ideas about a concept</p>	<p><b>Authority – the Bible</b>  <b>Enquire:</b>            Use my own experiences to describe a concept  <b>Contextualise:</b>            Recognise the importance of concepts within religious stories  <b>Evaluate:</b>            Discuss the importance of the concept in different situations to different people  <b>Communicate:</b>            Explain my own ideas about a concept</p>	<p><b>Remembering – Janmashtami</b>  <b>Communicate:</b>            Begin to describe different experiences and feelings I have about a range of important issues  <b>Enquire:</b>            Identify important symbols and how some people are considered special through the examples they set  <b>Contextualise:</b>            Describe religious celebrations and their meaning to believers  <b>Evaluate:</b>            Discuss the importance of the concept in different situations to different people</p>

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PE	<p><b>PRIOR LEARNING:</b>  <b>Ball skills</b>            Throw and catch a ball sometimes with accuracy. Play simple ball games involving kicking, catching or throwing            Explore different ways of using a beanbag            Practise bouncing the ball to each other and catching the ball using 2 hands  <b>Gymnastics</b>            Create a sequence of 5 movements that involves different directions and involves stopping and starting safely            Balance – one foot / one foot and two points/ Jumps/turns – forwards, backwards, sideways  <b>Dance</b>            Copy and repeat actions. Put a sequence of actions together to create a motif            Use simple choreographic devices such as unison, canon and mirroring            Perform using a range of actions and body parts with some coordination  <b>Athletics</b>            Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power            Perform different types of jumps. Perform a short jumping sequence            Vary pace and speed when running</p>					
	<p><b>FUTURE LEARNING:</b>  <b>Games</b>            Passing accurately – inside of foot. Receive a ball whilst stationary. Introduction to tackling. Introduction to shooting. Pass and Move - Passing - Chest, bounce and shoulder pass. How to pass and move into space. Landing – footwork.            Dribbling - Chest, bounce and shoulder pass. Introduce dribbling with the ball. Games – throwing and catching  <b>Gymnastics</b>            Using benches. create sequences using the Y2 skills. Must include two change in height, speed and direction. Balance – use a variety of points and patches (including a start and finish position). Jumps/turns – How can we jump and turn on/off the bench?  <b>Dance</b>            Begin to improvise with a partner to create a simple dance inspired by the theme stimuli. Use simple dance vocabulary to compare and improve work.            Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.  <b>Athletics</b>            Improving own performance. Throwing – side on, step, rotation, arm fast and last, 45°angle. Introduce push throw – tuck into neck, bend/extend knees and arms. Jumping – explosive, 2 feet to 2 feet, rhythm, on toes, weight forward, up and out. Running - Pacing self. Leg and arm action.</p>					
	<p><b>Games</b>            Use a variety of ways of pushing, bouncing, hitting and feeding the ball/missile            Send the ball/missile in different directions            Receive a pass on both sides of the body whilst travelling in different directions  <b>Dance</b> (African dance)            Create a short motif inspired by the theme stimulus            Change the speed and level of their actions            Use simple choreographic devices such as unison, canon and mirroring            Use different transitions within a dance motif            Talk about the differences between their work and that of others</p>	<p><b>Games</b>            Throw a ball with accuracy Begin to understand some concepts of game e.g. opponent, teammate            Chest pass and a bounce pass, remind them of W shape catch            Dodge past a defender</p>	<p><b>Games</b>            Use a variety of sticks and body parts to handle/propel/control a ball/missile to develop skills            Use a variety of body parts including the hands, feet, as well as sticks  <b>Gymnastics</b>            Change speed, direction and level of travel (skipping, hopping, jumping, teddy bear rolls)            Show three different changes of travel in a sequence            Balance – Use a variety of points            Jumps/turns – turning and spinning            Different shaped jumps</p>	<p><b>Games</b>            Chest pass, bounce pass, shoulder pass            Underarm throw and overarm throw            Catch one handed and catch two handed  <b>Dance</b> (Fairy Tale theme)            Create a short motif inspired by the theme stimulus            Change the speed and level of their actions            Use simple choreographic devices such as unison, canon and mirroring            Use different transitions within a dance motif            Talk about the differences between their work and that of others</p>	<p><b>Games</b>            Link skills, actions and simple tactics within simple games  <b>Gymnastics</b>            Change speed, direction and level of travel (skipping, hopping, jumping, teddy bear rolls)            Show three different changes of travel in a sequence            Balance – Use a variety of points            Jumps/turns – turning and spinning            Different shaped jumps</p>	<p><b>Athletics</b>            Throwing – introduce overarm. side on, step, rotation, arm fast and last, 45°angle            Jumping – swing arms and bend knees- jump up and out            Running – look forward, body upright  <b>Dance</b>            Create a short motif inspired by the theme stimulus            Change the speed and level of their actions            Use simple choreographic devices such as unison, canon and mirroring            Use different transitions within a dance motif            Talk about the differences between their work and that of others</p>
Music	<p><b>PRIOR LEARNING:</b>            Copy simple rhythms and patterns on instruments and body percussion</p>	<p><b>PRIOR LEARNING:</b>            Sing songs whilst performing a steady pulse</p>	<p><b>PRIOR LEARNING:</b>            Recognise a steady beat</p>	<p><b>PRIOR LEARNING:</b>            Use voice to create different pitched sounds – hummmm, oooh, whee, zip</p>	<p><b>PRIOR LEARNING:</b>            Identify the natural beats and rhythms around us</p>	
	<p><b>FUTURE LEARNING:</b>            Combine two rhythmic patterns using body percussion and percussion instruments</p>	<p><b>FUTURE LEARNING:</b>            Explore tuned and untuned percussion to create soothing, repetitive music</p>		<p><b>FUTURE LEARNING:</b>            Exploring timbre (pitch)</p>	<p><b>FUTURE LEARNING:</b>            Recognise rhythmic patterns</p>	
	<p>Explore patterns of physical movement            Create and respond to vocal sounds and body percussion</p>	<p>Recognise and respond to a steady beat            Play different patterns of steady beat within four beats            Combine steady beat and rhythms to accompany a song</p>	<p>Keep a steady beat at different speeds            Combine steady beat and rhythms to accompany a song            Perform a steady beat and simple rhythms using</p>	<p>Sing with expression, paying attention to the pitch shape of the melody            Identifying rising and falling pitch            Understand how to adapt pitch</p>	<p>Understand how to adapt pitch            Identify and respond to changes in pitch, upwards and downwards            Identifying rising and falling pitch            Understand how to adapt pitch</p>	<p>Recognise and respond to a rhythmic ostinato pattern            Create an independent rhythmic pattern            Keep a steady beat at different speeds</p>

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		Perform a steady beat and simple rhythms using movement and body percussion		Identify and respond to changes in pitch, upwards and downwards		
Art	<p><b>PRIOR LEARNING:</b></p> <p><b>Sculpture</b> Explore using different materials when sculpting to create different textures e.g. if making an animal, buttons for eyes, string for fur, boxes for body Begin to use sticking techniques such as sellotape and PVA glue</p> <p><b>Drawing</b> Use a pencil to explore soft, dark and light marks Refine colouring-in technique to stay in the lines</p> <p><b>Painting</b> Learn to use different sized paintbrushes Mix primary colours to create green, purple, and orange Experiment painting on different textures e.g. fabric, cardboard, paper to paint onto an animal which is junk modelled</p>					
	<p><b>FUTURE LEARNING:</b></p> <p><b>Sculpture</b> Use cross-ply lamination technique with newspaper and PVA to create a volcano/ dinosaur structure Consider how the volcano/ dinosaur may be assembled- Around a bottle/tube? Evaluate which will make it the most stable. Consider how adding tissue paper or scrunched up newspaper may add texture to the volcano.</p> <p><b>Drawing</b> Use different shading techniques such as stippling, hatching, cross-hatching, scribbling to create a realistic dinosaur picture with texture e.g. cross hatching to show texture in areas of the dinosaur's skin</p> <p><b>Painting</b> Mix tertiary colours to create a colour wheel Consider how different colours make you feel Consider how paint can be dabbled, splatted, flicked to create texture</p>					
	Revisit manipulating materials such as playdough, putty, plasticine but apply pattern and texture for decoration to create a natural product Explore mark making on playdough etc. by using tools e.g. plastic knife, lolly stick	Record line, shape, colour and texture from direct observation e.g. draw a piece of fruit or a flower	Mix both primary and secondary colours to make tertiary colours Experiment with tertiary colours to create textures. e.g. dabbing paints in stippling techniques can be used to create a woodland landscape or scene			
DT	<p><b>PRIOR LEARNING:</b></p> <p><b>Construction Materials</b> Firework rocket/Snowman</p> <p><b>Focus: Design</b></p> <p><b>Movement</b> Cardboard well with moving parts</p> <p><b>Focus: Technical Knowledge</b></p> <p><b>Food</b> Design a healthy breakfast for Goldilocks.</p> <p><b>Focus: Evaluation</b></p>					
	<p><b>FUTURE LEARNING:</b></p> <p>Make a Roman Purse HISTORY - textile link – stitching/sewing Moving Christmas Cards</p>					
			<p>Make a collage picture of fairy-tale – ENGLISH LINK</p> <p><b>Focus: Design</b></p> <p>Step 1: Using a variety of fabric materials, explore sticking them in different ways Step 2: Use an art computer program to recreate a picture from a fairy tale (Computing/Art link) Step 3: As a class or year group, plan a collage where children will complete one part using collage, they can use a variety of materials and stick in different ways Step 4: Evaluate the final piece</p> <p>Individual project to make a shared large project</p>			