

Year 2 Long Term Map

	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2- topic title	Globe Trotters Geography led	Journey of a Lifetime– 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
Hook	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. Can we help?	Top secret mission from a Police Detective	Crime scene- investigate which traditional tale the clues have come from.	Giant plant has started growing in our classroom. (Link to James and the Giant Peach)	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!
Outcome	Host a travel agents	Museum about Influential people	Art gallery for parents	Create a guide on how to look after plants	Secret Agents presentation and training guides.	Healthy café. Linking in with their business enterprise.
PSHE		Celebrating Differences	Dreams and Goals	Changing Me	Relationships	Healthy Me
		I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her	I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/ girl	I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends
Learning Values	Tolerance Respect Collaboration	Tolerance Respect Collaboration	Tolerance Respect Collaboration	Initiative Resilience Collaboration	Initiative Collaboration Tolerance	Collaboration Respect Resilience
Outdoor Learning	Hunt for the wombat Mini orienteering	Rocket launch- science investigation	Visit site of the beanstalk.	Planting plants and looking after them.	Looking at our local environment from a geographical point of view. Creating sketches and drawings of different geographical features both natural and manmade.	Create an assault course outside for children from Y1 to take part in.
Contexts/ Real life	Create a guide telling the values animals which will be the best place.	Design a new type of rocket to fly to the moon	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.	Learning 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. Children to cost it and work out how to

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						budget for it. How can we make it cheap enough?
English (Writing Outcomes)	<p>Genre: Letter Text Driver: Tom and the Island of dinosaurs (WAGOLL – a letter from Tom to Katy explaining that he is on his way) Purpose: Write a letter to Grandad to tell him what has happened and that he is on his way back.</p> <p>_____</p> <p>Genre: Diary Text Driver: Diary of a Wombat (WAGOLL –diary example) Purpose: To write our own diary about the day the wombat escaped</p> <p>_____</p> <p>Genre: Description Text Driver: Immi (WAGOLL –description of Immi’s igloo taken from the text) Purpose: To write our own description of a location we have studied for our outcome</p>	<p>Genre: Story writing Text Driver: Journey Purpose: Continue the journey (WAGOLL – example story of what could happen)</p> <p>_____</p> <p>Genre: Descriptive writing Text Driver: Henry’s Holiday Purpose: Write an innovative tale about Henry’s next holiday (WAGOLL – Henry’s Holiday)</p> <p>_____</p> <p>Genre: Poems Text Driver: Winter Poems/Winter’s Child Purpose: Write descriptive poems to describe what winter is like.</p>	<p>Main Text: Jack and the Baked Bean Stalk English Book Hook: Crime scene set up – hook day – which book does the clues belong to? Letter from the council, they want to sue Jack and the Giant for breaking the flyover. Outcome: Persuasive letter to the council</p> <p>Main Text: Inside the Villains English Book Hook: Box full of the giants belonging left in class. Who do they belong to? Outcome: Biography of their own traditional tale villain.</p>	<p>Main Text: James and the Giant Peach Outcome: Writing instructions on how to look after a plant.</p> <p>Main Text: How to look after a dragon. Outcome: Report about how to look after an unusual pet.</p> <p>Main Text: Bear and the Piano English Book Hook: Box arrives with a musical instrument, football boots, paint brush – all things linking to a talent. Outcome: Write the next chapter of the book.</p> <p>Real life context writing in topic – Our day at the plant workshop.</p>	<p>Main Text: Spysaur Outcome: Write their own spy story</p> <p>Main Text: Tuesday Outcome: Write a report on the opening to the book using the animation.</p>	<p>Main Text: The Day the Crayons Quit. Outcome: Write a diary from the point of view of one of the crayons.</p> <p>Main Text: George’s Marvellous Medicine Outcome: Instructions on how to make your own medicine.</p> <p>Main Text: George’s Marvellous Medicine. Outcome: Write a story of someone else’s medicine.</p>
Maths	<p>Problem Solving Number and Place Value Addition and Subtraction Measures – length</p>	<p>Problem Solving Multiplication and division Geometry – Properties of shape Measures – time Fractions</p>	<p>Problem Solving Number and place value Addition and Subtraction Geometry – Position, direction and movement</p>	<p>Problem Solving Number and place value Multiplication and division Measures – weight/mass</p>	<p>Problem Solving Number and Place Value Measures (including calculations and fractions) Geometry (Shape)</p>	<p>Problem Solving Multiplication and Division Measures – Capacity Fractions Time – Reading clocks</p>

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		Statistics	Money			
Computing	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Recognise that a variety of devices can be used to connect a number of people.</p> <p>Consider other people's feelings on the Internet.</p> <p>Make decisions about whether or not statements found on the internet are true or not.</p>					
	<p>Explore what happens when a sequence of instructions is given. Give a set of simple instructions to follow out a task.</p> <p>Improve/change their sequence of commands.</p>	<p>Save, retrieve and print work.</p> <p>Start to use two hands when typing. Word process short texts to present.</p>	<p>Manipulate text and add images to documents</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Sort objects and pictures into lists or simple tables. Make a simple Y/N tree diagram to sort information. Create and search a branching database.</p>	<p>In Scratch, change the background and Sprite. Use the say command to make the Sprite speak.</p>
Science	<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</p> <p>- identify and name a variety of plants and animals in their habitats,</p> <p>- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p>		<p>- identify and compare the suitability of a variety of everyday materials 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>- observe and describe how seeds and bulbs grow into mature plants</p> <p>- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Create Jack and the Beanstalk Beans.</p>	<p>- notice that animals, including humans, have offspring which grow into adults</p> <p>- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	
History	<p>changes within living memory</p> <p>events beyond living memory that are significant nationally or globally (the first man on the Moon – Autumn term English focus)</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Florence Nightingale/Mary Seacole and Edith Cavell)</p>					
		<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know where the people and events they study fit within a chronological framework.</p>				<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know where the people and events they study fit within a chronological framework.</p>

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		Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.				Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Geography	Ongoing: identify seasonal and daily weather patterns in the United Kingdom. Choose a place in each of the countries in the UK and track the changes in weather patterns and compare to their local area. (Complete by using google maps, online weather reports and earthcam)					
	use world maps, atlases and globes to 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 (links to weather identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features: cliff, forest, mountain, ocean, river, soil, valley, vegetation and season key human features: city, town, village, factory, farm, office, harbour				CONTRASTING NON-EUROPEAN PLACE STUDY – choose a location and then travel there on a journey. This works well if a teacher has been there and they can show images of them on their travels. 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 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	
RE	Harvest – What is Harvest and how is it celebrated in	Symbol of light: Hannukah & Advent	Change: People Jesus met	Sadness to Happiness: The Easter Story	Authority: The Bible	Remembering: Shabbat

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	<p>other religions around the world</p> <p>Symbol – Bread</p> <p>Communicate. They can describe in simple terms their responses to their experiences of the concepts studied.</p>	<p>Apply They can identify simple examples of how their responses relate to their own lives and those of others.</p>	<p>Enquire They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions(B concepts).</p>	<p>Contextualise They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</p>	<p>Evaluate They can evaluate the human experiences of the concepts studied by describing in simple terms their value to people who are religious and dialoguing with others to recognise an issue raised.</p>	<p>Choose any of the 5 objectives that may need additional assessment</p>
PE	<p>Games- Ball skills</p> <p>KNOW: ..how to dribble a ball/missile using different body parts/implements;</p> <p>APPLY: ..they can keep close control of a ball/missile whilst dribbling;</p> <p>UNDERSTAND: ..the importance of the correct body position and level whilst dribbling;</p> <p>Gym- balance</p> <p>KNOW: ..how an 'arch' may be linked to a 'bridge';</p> <p>APPLY: ..they can show arches and bridges using different body parts at different levels;</p> <p>UNDERSTAND: ..that apparatus may be used to aid and improve the quality of a sequence;</p>	<p>Games</p> <p>KNOW: ..how to control and receive a pass from another player;</p> <p>APPLY: ..they can keep close control of a pass from another player;</p> <p>UNDERSTAND: ..the importance of correct footwork and body position to receive a pass;</p>	<p>Games</p> <p>KNOW: ..how to hold a ball/bat/stick and using a swing and follow through to bowl/hit/strike a missile;</p> <p>APPLY: ..they can bowl/hit/strike a missile;</p> <p>UNDERSTAND: ..the importance of correct action/swing and follow through to bowl, hit, and strike a missile;</p> <p>Dance</p> <p>Use a variety of movements in isolation and combination</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Compare and evaluate performances against previous ones • Demonstrate improvement to achieve personal targets 	<p>Games</p> <p>KNOW: ..how to adjust the rules to allow the game to work/succeed;</p> <p>APPLY: ..they can play a competitive game with simple rules and conditions they have created;</p> <p>UNDERSTAND: ..the necessity of rules and the importance of abiding by them to make the game work;</p>	<p>Gymnastics</p> <p>KNOW: ..how a pivoting/rocking action can be included in a longer sequence;</p> <p>APPLY: ..they can show a sequence that involves both pivoting and rocking on different body parts;</p> <p>UNDERSTAND: ..the importance of the body rocking from one position into another and how these actions;</p>	<p>Athletics</p> <p>KNOW: ..how to pace themselves when running over longer distances;</p> <p>APPLY: ..they can run with speed over a short distance;</p> <p>UNDERSTAND: ..the importance of a 'fair' race;</p> <p>Dance</p> <p>Master a variety of basic movement patterns</p> <p>Develop balance, agility and co-ordination</p> <p>Perform dances using simple movement patterns</p>
Music	<p>Our land –understand how sounds can be descriptive</p> <ul style="list-style-type: none"> • Identifying ways of producing sounds <p>Travel –</p>	<p>Pattern –Steady beat patterns</p> <ul style="list-style-type: none"> • Playing different patterns of steady beat within four beats. 	<p>Story time – Understanding how music, dance and drama can combine in storytelling.</p>	<p>Water – Understanding pitch, melody - performing pitch shapes on tuned instruments</p> <p>Seasons –</p>	<p>Animals – Understand how to adapt pitch</p> <ul style="list-style-type: none"> • Identifying and responding to changes in 	<p>Ourselves – Creating and responding to vocal sounds and body percussion</p> <ul style="list-style-type: none"> • pitch shape and duration

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	<p>Exploring patterns of physical movement</p> <p>Combining steady beat and rhythms to accompany a song</p>	<p>Number – Performing a steady beat and simple rhythms using movement and body percussion</p> <ul style="list-style-type: none"> • Understanding and differentiating beat and rhythm 	<ul style="list-style-type: none"> • Creating and matching descriptive sounds made with the voice <p>Toys – Keeping a steady beat at different speeds (tempi)</p> <ul style="list-style-type: none"> • Marking beats within a four-beat metre. 	<p>Singing with expression, paying attention to the pitch shape of the melody</p> <ul style="list-style-type: none"> • Identifying rising and falling pitch 	<p>pitch, upwards and downwards</p> <p>Weather –</p> <ul style="list-style-type: none"> • To understand what a rhythmic chant is-independent rhythm pattern 	<p>Our bodies – Recognising and responding to steady beat</p> <ul style="list-style-type: none"> • Recognising and responding to a rhythm ostinato pattern
Art	<p>Begin to mix colour shades and tones.</p> <p>Continue to experiment in lighten and darken without the use of black or white.</p>	<p>Begin to mix colour shades and tones.</p> <p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p>	<p>Use a range of materials to design and make</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p>		<p>Shape, form, construct and model from observation and imagination.</p>
DT		<ul style="list-style-type: none"> • say how their rocket will work • say how they will make their rocket suitable for their intended users • measure, mark out, cut and shape materials and components] <p>How and where products used? What materials made from? What they like and dislike? Make simple judgements about their products and ideas against design criteria</p>	<ul style="list-style-type: none"> • use simple design criteria to help develop their ideas assemble, join and combine materials and components • use finishing techniques, including those from art <p>Suggest improvements to their product</p>			<p>Build on previous skills and combine</p>