



# Year 2 Long Term Plan 2018-2019

	Autumn 1 4 <sup>th</sup> Sept – 19 <sup>th</sup> Oct 7 weeks	Autumn 2 29 <sup>th</sup> Oct – 21 <sup>st</sup> Dec 8 weeks	Spring 1 / 2 7 <sup>th</sup> Jan – 25 <sup>th</sup> March 10 Weeks	Spring 2 / summer 1 – 12 <sup>th</sup> April 7 weeks Summer 1 29 <sup>th</sup> April – 24 <sup>th</sup> May 4 weeks <b>SATs MONTH</b>	Summer 2 6 <sup>th</sup> June – 19 <sup>th</sup> July 6 weeks
Theme	<b>Local Area Study</b> <b>Where in the world are we?</b>	<b>Great Fire of London – How has London Changed since the Great Fire of London?</b>	<b>Cold Places</b> <b>How do we know about cold places?</b> <b>How would survive in a cold place?</b>	<b>Local Habitats</b> <b>How do different habitats help living things?</b>	<b>Seaside</b> <b>How does Bradford compare with a seaside resort?</b>
<b>Please include hook, visits, enrichment activities</b>	<b>Hook</b> old case found. <b>Contains plane tickets, bobbin, map clothing diary. Story behind the bag – immigrant from 1960s moved to Manningham, worked in Mill. Interview Delwar Hussain about family story.</b> Local area walk- survey of shops and building use. Visit Sweet Centre Polish Bakery Local Church Local Mosque Use GL museum artefacts Library Parent Event – make a family tree?	<b>Hook</b> <u>Mystery parcel – note form baker</u> <u>Burnt rolling pin</u> <u>Flours</u> <u>Burnt bread</u> Baking Bread Visit to Bolling Hall – oracy project Blackhills Bradford City Church – Christmas tree exhibition  Parents event – building Tudor houses for visit to Blackhills	Library  Diary extract from Ernest Shackleton	Barge @ Apperley Bridge Calverley Wood  Fox investigation on the field – bones, fur, feathers, den, Fox costume, CCTV images Letter from Mr Fox	Seaside Library  Parents Event – Building Kites
<b>English</b>  <b>(Include any books/texts to be used)</b>	One the way Home – narrative – extra chapters for book NCR on Manningham  Begu The Immigrant Purpose and audience	Samuel Pepys Diary Toby and the Great Fire of London Grandpa stories  News report on GFOL  Diary Non chron report on Fire	National Geographic Polar Bears Penguins NCR on animals in cold places Polar Express Adventure story in the Arctic	Fantastic Mr Fox  Letter writing to Mr Fox – Recounts of visit to the barge. Character description	<b>Presentation – persuasion – which seaside resort would you choose?</b>  <b>Light house keeper's Lunch</b> <b>Mousehole Cat</b> <b>Grace Darling</b>
<b>Phonics</b>	Use Letters and Sounds scheme. Recap of phase 4 and 5 as appropriate	Phase 5 and Year 2 spelling rules			
<b>Poetry</b>		Fire poems Bonfire night		Character description poetry	<b>Seaside songs</b>
<b>Maths</b> Follow White Rose Hub	Number: Place Value Number: Addition and Subtraction Measurement: Money – application of skills taught Number: Multiplication and division Time (position and direction through topic) Statistic work through topic	Number: Multiplication and division Statistics – through habitats topic Geometry: properties and shape Number: Fractions Measurement: length and height Time Consolidation (position and direction through topic)		Time Measurement: Mass, Capacity and Temperature Efficient methods for problem solving Investigations  Filling gaps Revision	
<b>Science</b>	<u>Working scientifically</u> <u>Animals inc humans</u> <b>Concepts</b> <b>All living things have basic needs that must be met in order to survive.</b> c2/2.3b find out about and describe the basic	<u>Everyday materials</u> <b>Concepts</b> <b>- Understand some materials are used for more than one thing eg. Metal can be used for coins, cans, cars</b>	<u>Living things and their habitats</u> Sc2/2.1b 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	<u>Living things and their habitats</u> Sc2/2. Sc2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a simple food chain,	Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive <u>Animals inc humans</u> Sc2/2.3a notice that animals, including humans, have offspring which grow into adults  <b>Plants</b>

	<p>needs of animals, including humans, for survival (water, food and air)</p> <p>Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Different materials have different properties which determine their use</b></p> <p>c2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Sc2/3.1b compare how things move on different surfaces.</p> <p>Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>plants, and how they depend on each other</p> <p>c2/2.1d 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>and identify and name different sources of food.</p>	<p><b>Concepts- the life cycle of a plant and the change over time</b></p> <ul style="list-style-type: none"> <li>- All living things need certain factors to survive</li> <li>- light keeps plants growing healthy</li> </ul> <p>Day length is dependent on season and therefore when some plants grow.</p> <p>Temperature is also affected by the sun</p> <p>Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p> <p>Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
<b>History</b>	<ul style="list-style-type: none"> <li>- To have an understanding of my wider family tree, my history and my surrounding area.</li> <li>To know when and why other people from other countries immigrated to Bradford.</li> <li>-To know about the history of GL and its surroundings</li> <li>- To know the effects this has had on modern day (Life of a child in 1900 &amp; 2018 e.g. school meals, working mills, lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- To know when &amp; why the Great Fire of London happened and spread so quickly (<u>peasants</u>)</li> <li>-To know the effects this had on <u>modern</u> day London</li> </ul>	<p>Historical Skills:</p> <ul style="list-style-type: none"> <li>To use 1<sup>st</sup> and 2<sup>nd</sup> hand sources of evidence to pose questions for investigation</li> <li>- To begin to understand the different ways we can find out about the past</li> <li>To present their account appropriately and with some historical accuracy</li> <li>Devise simple maps (using symbols) to represent Shackleton's journey and use directional language for journeys</li> </ul>		<p>Historical Skills:</p> <ul style="list-style-type: none"> <li>To use 1<sup>st</sup> and 2<sup>nd</sup> hand sources of evidence to pose questions for investigation</li> <li>- To begin to understand the different ways we can find out about the past</li> <li>To present their account appropriately and with some historical accuracy</li> </ul> <p>To know about the history of GL and its surroundings</p>
<b>Geography</b>	<p><b>Year 1</b> To know the 7 <u>continents</u> and 5 <u>oceans</u></p> <p><b>Year 2</b> To know that the UK is made up of 4 <u>countries</u></p> <ul style="list-style-type: none"> <li>- Use navigational language to describe a place in relation to another.</li> <li>- Describe locational features using directional language (<u>near, far, left, right</u>) &amp; compass directions.</li> </ul>	<p>Year 1 To know the 7 <u>continents</u> and 5 <u>oceans</u></p> <p>know that the UK is made up of 4 <u>countries</u> each with a capital city and its <u>surrounding seas</u>. (<u>town, village, factory, farm, house, office, shop</u>)</p> <ul style="list-style-type: none"> <li>-Places are described in relation to one another using a <u>compass (N, S, E, W)</u></li> <li>(Links to Great fire of London).</li> </ul>	<p>To know the geographical similarities &amp; differences between a polar area and Bradford</p> <p>Locate polar area on a map and describe in relation to the <u>equator</u>.</p> <p>Places are described in relation to one another using a <u>compass (N, S, E, W)</u></p>	<p>Maps / symbols / key – Links to maths</p> <p>Drawing a plan of the field</p>	<p>Surrounding seas of the UK. Places are described in relation to one another using a compass.</p>
<b>Art Artist</b>	<p>Link to PSHE – feelings and colours shades</p> <p>Mondrian</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p>Neyv Hughes</p> <p>Cold / hot colours</p>		
<b>DT</b>	<p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Make a Tudor house</p>		<p>Make a bug hotel for school garden.</p> <p>Make bird feeders / fat balls</p>	<p>DT1/2.1b understand where food comes from.</p> <p>Make and design a kite</p>

<b>RE</b>	Can term 1 Can you tell what somebody believes by what they look like?		What is special to faith communities?		How does what believers do show what they believe?
<b>PHSCE</b>	<u>Health</u> To understand the importance of health & how to maintain personal hygiene. <u>Risk</u> To consider good and not so good feelings, a vocab to describe their feelings to others and simple strategies for managing feelings. <u>Relationships</u> To understand how to communicate their feelings to others, to recognise how others show feelings and how to respond.	<u>Health</u> To know how some diseases are spread & can be controlled and the responsibilities they have for their own health & that of others.  To understand the safe use of medicines and about people who look after them	To understand there are different types of teasing & bullying, that these are wrong & unacceptable.  To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.  To judge what kind of physical contact is acceptable, comfortable, unacceptable & uncomfortable & how to respond (including who to tell & how to tell them).  To recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).  To understand how to communicate their feelings to others, to recognise how others show feelings & how to respond.	To understand rules for and ways of keeping physically & emotionally safe (including safety on-line, the responsible use of ICT, the difference between secrets & surprises & understanding not to keep adult secrets).  To consider good and not so good feelings, a vocabulary to describe their feelings to others & simple strategies for managing feelings.  To recognise that they share a responsibility for keeping themselves & others safe, when to say 'yes,' 'no,' 'I'll ask,' & 'I'll tell.'++++  <u>Economic</u> To understand about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.	<u>Identity</u> To understand the process of growing from young to old and how people's needs change To learn the names of main parts of body and the differences between boys and girls.  <u>Citizenship</u> To understand that they belong to various groups & communities such as family & school.  To offer constructive support & feedback to others
<b>PSHE ongoing throughout year</b>	Contribute towards the life of the classroom				
<b>PREP sheet Homework</b>	Year 1 over summer – investigate family tree and family history. Interview questions				
<b>Charity</b>				Selling Fat Balls to parents to raise money for the RSPB	RNLI