





# Year 2 Long Term Plan 2021-2022

	AUTUMN TERM	SPRING TERM	SUMMER TERM			
Theme	<p><b><u>IDENTITY</u></b></p> <p><b>Made in Manningham</b>  <b>My Family, My Community.</b>  <b>A Local Area Study –</b></p>	<p><b><u>LEGACIES</u></b></p> <p><b>Environments and Habitats – How can we help?</b></p> <p><b>How do we know about cold places?</b>  <b>How would you survive in a cold place?</b>  <b>How do different habitats help living things?</b>  <b>How can we stop negative changes to our local environment?</b></p>	<p><b><u>Life as a Victorian Child</u></b></p> <p><b>How does Bradford compare with a seaside resort?</b></p>			
Please include hook, visits, enrichment activities	<p>Local area walk- survey of shops and building use.            Visit Sweet Centre , Polish Bakery, Library,            Local synagogue, church, mosque            Bradford City Football Club visit to learn about the fire            Fire Building at Blackhills            Parents’ event – making clay self portraits</p>	<p>Discovery of a Diary Extract            Green Lane Barge Visit            Calverley Woods visit            Visit Denso Marston Nature reserve            Investigation on the school field            Letter from Mr Fox            Library Visit            Parents’ Event - Litter Pick / Bug Hotels</p>	<p>Visit to the Seaside – St Ives – Victorian pier            Parents’ Event – Building Kites</p>			
English  (Include any books/texts to be used)	<p><b>Books</b>            The True Story of the 3 Little Pigs,            Trust Me- Jack’s Beanstalk Stinks,            Little Red,            Inside The Villain</p>  <p>Mr Men/ Little Miss            Little Miss Sunshine            Mr. NOSEY            One the way Home – Jill Murphy            On the Way Home</p>	 <p><b>Books</b>            National Geographic Polar Bears and Penguins            Polar Express            Adventure story in the Arctic            Shackleton’s Journey</p>	<p><i>Presentation ‘Childhood was better during the Victorian times.’</i></p> <p><i>To be confirmed</i></p>			
	<p><b>Writing</b>            To Entertain:            Character description-            Giant, witch,            wolf from            classic fairy            tales</p>	<p><b>Writing</b>            To inform:            Instructions to            make a healthy            lunch            Report on            Manningham</p>	<p><b>Writing</b>            Recount:            A recount of            the fire at            Bradford City            Football Club.</p>	<p><b>Writing</b>            Adventure stories            Write a letter to persuade            teachers and pupils to stop            wasting paper</p>	<p><b>Writing</b>            To inform:            Write a Non            Chronological            report on animals            that live in cold            places.</p>	<p><b>Writing</b>            Persuasive writing- create a seaside brochure.            Poetry- linked to the senses/acrostic</p>
Phonics	<p>Use Letters and Sounds scheme. Recap of phase 4 and 5 as appropriate.            Sound Families - Year 2 spelling rules</p>	<p>Year 2 spelling rules            Phonic phases where appropriate</p>				
Poetry	<p>Seasonal poems Bonfire night</p>	<p>Character description poetry</p>	<p><b>Seaside songs</b></p>			
Maths Follow White Rose Hub	<p>Number: Place Value            Number: Addition and Subtraction            Measurement: Money – application of skills taught            Time – o’clock, half past            Properties of 2D shape (linked to Art)</p>	<p>Number: Multiplication and division            Statistics – through habitats topic            Geometry: properties and shape            Number: Fractions            Measurement: length and height            Time ¼ past ¼ to</p>	<p>Time 5 minutes and duration            Measurement: Mass, Capacity and Temperature            Efficient methods for problem solving            Investigations</p>			
Science	<p><u>How can we Look after ourselves?</u>  <u>Why is this important?</u></p> <p><b>Knowledge</b>            Can I describe the basic needs of animals, including humans, for survival (water, food and air).            I know the importance of exercise, hygiene and a balanced diet for humans.</p>	<p><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 plants, and how they depend on each other            c2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a</p>	<p>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>			

	<p>CONCEPT All living things have basic needs that must be met in order to survive</p> <p><u>Everyday materials</u></p> <p><u>Knowledge</u> Compare the uses of everyday materials in and around school with materials in other places (home/ visits etc) – Find similarities and differences in material properties – Raise and answer questions that consider which materials/ properties make an object suitable or unsuitable for purpose -Understand how to carry out a fair test - Carry out close observations with some accuracy - Evaluate the suitability of materials for different purposes - Record data and compare results to answer their questions</p> <p><u>Concepts</u> - <b>Understand some materials are used for more than one thing eg. Metal can be used for coins, cans, cars</b> <b>Different materials have different properties which determine their use</b></p>	<p>simple food chain, and identify and name different sources of food. <u>Living things and their habitats</u></p> <p>Sc2/2. Sc2/2.1d 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><u>Concepts- the life cycle of a plant and the change over time</u> - All living things need certain factors to survive - light keeps plants growing healthy Day length is dependent on season and therefore when some plants grow. Temperature is also affected by the sun 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>	<p>To know about the history of Green Lane, Manningham, local landmarks and amenities</p> <p>Skills To use 1<sup>st</sup> and 2<sup>nd</sup> hand sources of evidence to pose / answer questions. Begin to understand different ways we can find out about the history of ourselves, our local area and local community. To identify how our local area has changed.</p> <p>- To know when &amp; why the GFoL happened and why it spread.</p> <p>To know the effects it had and changes that were made because of the fire</p>	<p>Historical Skills: To use 1<sup>st</sup> and 2<sup>nd</sup> hand sources of evidence to pose questions for investigation - To begin to understand the different ways we can find out about the past To present their account appropriately and with some historical accuracy Devise simple maps (using symbols) to represent Shackleton's journey and use directional language for journeys</p>	<p>Historical Skills: To use 1<sup>st</sup> and 2<sup>nd</sup> hand sources of evidence to pose questions for investigation - To begin to understand the different ways we can find out about the past To present their account appropriately and with some historical accuracy</p> <p>To know about the history of GL during the Victorian Era.</p>
<b>Geography</b>	<p>To Know and identify the geographical features of Manningham (Human and Physical) To know that Manningham is part of the city of Bradford Describe places in relation to one another using compass points N,S,E,W Locate Green Lane and other landmarks on maps of different scales / types Devise simple maps using symbols to represent GL Know that the UK is made up of <u>4 countries</u> each with a capital city and that Bradford is in England.</p> <p>Concepts Local area can be represented using a map; using symbols to make it clear.</p>	<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 Drawing a plan of the field Surrounding seas of the UK. Places are described in relation to one another using a compass.</p>
<b>Art Artist</b>	<p><u>Artist - Picasso</u> Describe what I can see and like in the work of an artist Ask sensible questions about a piece of art Create a piece of work in response to another artist's work.</p> <p><u>Skills</u> Create different tones using light and dark Show pattern and texture in drawings. Draw lines of different thickness using pencil <u>Create a self portrait</u></p> <p><u>Sculpture</u> Create a self portrait from clay in the style of Picasso. Use basic shapes to represent facial features</p>	<p><u>Artist - Neyv Hughes</u> Cold / hot colours</p> <p>Explore shades of colour – adding white paint</p> <p>Use colour to express mood</p>	<p><u>Artist – Andy Warhol (TBC)</u></p> <p>Use print making as a means of drawing Create order, symmetry and irregularity</p> <p>Explore types of printing using two contrasting colours</p>
<b>DT</b>	<p>Use the basic principles of a healthy and varied diet to prepare dishes (Parent event to follow in the spring/summer term)</p>	<p>Design, make and evaluate a habitat for insects Bug hotel/ school garden</p>	<p>Make, design and evaluate a kite</p>
<b>RE</b>	<p>How does what believers do show what they believe?</p>	<p>Can you tell what somebody believes by what they look like?</p>	<p>What is special to faith communities?</p>

<p><b>Music</b></p>	<p><b>AUTUMN 1</b>  <b>Listening</b>  Listen and talk about simple features in songs and music we hear.  Refer to story of “3 Little Pigs”  Respond to different moods of music “Moonlight Sonata”  <b>Composing</b>  Create simple improvisations to accompany the role play of “3 Little Pigs”  <b>Performing</b>  Make and control sounds using voices and instruments.  Develop our singing through simple songs.  “She’ll be coming round the mountain”  <b>Understanding and Appraising</b>  Understand different sounds suit different moods  Listen and respond to music by talking about it</p> <p><b>AUTUMN 2</b>  <b>Listening</b>  Listen and talk about simple features in songs and music we hear.  <b>Composing</b>  Create improvisations using instruments.  <b>Performing</b>  Take notice of others when performing  Follow instructions on when to sing/play an instrument,  Prepare and perform for Christmas Assembly.  Develop our singing by learning and memorising Christmas songs  <b>Understanding and Appraising</b>  Make suggestions about how to improve singing.</p>	<p><b>SPRING 1</b>  <b>Listening</b>  Listen and talk about simple features in songs and music we hear.  Respond to different moods of music “Viennese Musical clock”  “Symphonie Fantastique”  “Hall of the Goblin King”  <b>Composing.</b>  Create improvisations using instruments for scary poems.  <b>Performing</b>  Perform in small groups in front of class.  Learn to play simple instruments  <b>Understanding and Appraising</b>  Use voice in different ways to create different effects  Make suggestions about how to improve group music Compositions</p> <p><b>SPRING 2</b>  <b>Listening</b>  Listen and talk about simple features in songs and music we hear.  Respond to different moods of music.  <b>Composing</b>  Select appropriate instruments for a task. Create sounds for “Little Red Hen”  <b>Performing</b>  Learn to play simple instruments  Develop our singing through simple songs;  “BINGO”  “Miss Polly had a dolly”  <b>Understanding and Appraising</b>  Use voice in different ways to create different effects  Make suggestions about how to improve group role plays.</p>	<p><b>SUMMER 1</b>  <b>Listening</b>  Listen and talk about simple features in songs and music we hear.  Respond to different moods of music  <b>Composing</b>  Select appropriate instruments for a task. Create sound effects for “Going on a bear hunt”  <b>Performing</b>  Learn to play simple instruments  Develop our singing through simple songs;  “Oki Toki Unga”  <b>Understanding and Appraising</b>  Make suggestions about how to improve group roleplays/music making.</p> <p><b>SUMMER 2</b>  Listen and talk about simple features in songs and music we hear, classical, jazz.  <b>Composing</b>  Select appropriate instruments for a task. Create sounds using different instruments.  <b>Performing</b>  Learn to play simple instruments to create music.  Develop our singing through simple songs;  <b>Understanding and Appraising</b>  Begin to understand how music is organised.  Make suggestions about how to improve group roleplays/music making.</p>
<p><b>PSHE</b></p>	<p><u>Health</u>  To understand the importance of health &amp; how to maintain personal hygiene.  <u>Identity</u>  Understand that they belong to various groups and communities such as school, family, classes, year groups school, Manningham  <u>Risk</u>  To consider good and not so good feelings, use appropriate vocabulary to describe their feelings to others. Begin to develop 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.  <b>Health</b>  To know how some diseases are spread &amp; can be controlled and the responsibilities they have for their own health &amp; that of others.  To understand the safe use of medicines and about people who look after them</p>	<p>To understand there are different types of teasing &amp; bullying, that these are wrong &amp; 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 &amp; uncomfortable &amp; how to respond (including who to tell &amp; 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 &amp; how to respond.  To understand rules for and ways of keeping physically &amp; emotionally safe (including safety on-line, the responsible use of ICT, the difference between secrets &amp; surprises &amp; understanding not to keep adult secrets).  To consider good and not so good feelings, a vocabulary to describe their feelings to others &amp; simple strategies for managing feelings.  To recognise that they share a responsibility for keeping themselves &amp; others safe, when to say ‘yes,’ ‘no,’ ‘I’ll ask,’ &amp; ‘I’ll tell.’  <b>Economic</b>  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.  Stewardship – how much money does school spend on paper in a year??</p>	<p><b>Identity</b>  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.  Citizenship To understand that they belong to various groups &amp; communities such as family &amp; school.  To offer constructive support &amp; feedback to others</p>
<p><b>PSHE ongoing throughout year</b>      Growth Mindset    What is it?    How can a mindset change?    How to ‘Grow your Brain’</p>			