



Year 2 Long Term Plan 2021-2022

	AUTUMN TERM	SPRING TERM	SUMMER TERM			
Theme	<p><u>IDENTITY</u></p> <p>Made in Manningham My Family, My Community. A Local Area Study –</p>	<p><u>LEGACIES</u></p> <p>Environments and Habitats – How can we help?</p> <p>How do we know about cold places? How would you survive in a cold place? How do different habitats help living things? How can we stop negative changes to our local environment?</p>	<p><u>Life as a Victorian Child</u></p> <p>How does Bradford compare with a seaside resort?</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</p> <p>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</p> <p>Parents’ Event - Litter Pick / Bug Hotels</p>	<p>Visit to the Seaside – St Ives – Victorian pier</p> <p>Parents’ Event – Building Kites</p>			
English (Include any books/texts to be used)	<p>Books 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>Books 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>Writing To Entertain: Character description- Giant, witch, wolf from classic fairy tales</p>	<p>Writing To inform: Instructions to make a healthy lunch</p> <p>Report on Manningham</p>	<p>Writing Recount: A recount of the fire at Bradford City Football Club.</p>	<p>Writing Adventure stories</p> <p>Write a letter to persuade teachers and pupils to stop wasting paper</p>	<p>Writing To inform: Write a Non Chronological report on animals that live in cold places.</p>	<p>Writing Persuasive writing- create a seaside brochure.</p> <p>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>Seaside songs</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>Knowledge 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</p> <p>Plants</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> - Understand some materials are used for more than one thing eg. Metal can be used for coins, cans, cars Different materials have different properties which determine their use</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>
History	<p>To know about the history of Green Lane, Manningham, local landmarks and amenities</p> <p>Skills To use 1st and 2nd 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 & 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 1st and 2nd 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 1st and 2nd 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>
Geography	<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 & 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>
Art Artist	<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>
DT	<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>
RE	<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>Music</p>	<p>AUTUMN 1 Listening 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” Composing Create simple improvisations to accompany the role play of “3 Little Pigs” Performing Make and control sounds using voices and instruments. Develop our singing through simple songs. “She’ll be coming round the mountain” Understanding and Appraising Understand different sounds suit different moods Listen and respond to music by talking about it</p> <p>AUTUMN 2 Listening Listen and talk about simple features in songs and music we hear. Composing Create improvisations using instruments. Performing 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 Understanding and Appraising Make suggestions about how to improve singing.</p>	<p>SPRING 1 Listening 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” Composing. Create improvisations using instruments for scary poems. Performing Perform in small groups in front of class. Learn to play simple instruments Understanding and Appraising Use voice in different ways to create different effects Make suggestions about how to improve group music Compositions</p> <p>SPRING 2 Listening Listen and talk about simple features in songs and music we hear. Respond to different moods of music. Composing Select appropriate instruments for a task. Create sounds for “Little Red Hen” Performing Learn to play simple instruments Develop our singing through simple songs; “BINGO” “Miss Polly had a dolly” Understanding and Appraising Use voice in different ways to create different effects Make suggestions about how to improve group role plays.</p>	<p>SUMMER 1 Listening Listen and talk about simple features in songs and music we hear. Respond to different moods of music Composing Select appropriate instruments for a task. Create sound effects for “Going on a bear hunt” Performing Learn to play simple instruments Develop our singing through simple songs; “Oki Toki Unga” Understanding and Appraising Make suggestions about how to improve group roleplays/music making.</p> <p>SUMMER 2 Listen and talk about simple features in songs and music we hear, classical, jazz. Composing Select appropriate instruments for a task. Create sounds using different instruments. Performing Learn to play simple instruments to create music. Develop our singing through simple songs; Understanding and Appraising Begin to understand how music is organised. Make suggestions about how to improve group roleplays/music making.</p>
<p>PSHE</p>	<p>Health To understand the importance of health & how to maintain personal hygiene. Identity Understand that they belong to various groups and communities such as school, family, classes, year groups school, Manningham Risk 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. Relationships To understand how to communicate their feelings to others, to recognise how others show feelings and how to respond. Health 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</p>	<p>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.’ Economic 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>Identity 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 & communities such as family & school. To offer constructive support & feedback to others</p>
<p>PSHE ongoing throughout year Growth Mindset What is it? How can a mindset change? How to ‘Grow your Brain’</p>			