

**Icknield Walk First School**  
**Year 2 Long Term Planning - Autumn Term**

TOPIC	Great Fire of London	Theatre Time
<b>English</b>	<p><b>Writing focus</b></p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences (About myself)</li> <li>• Writing about real events (Great Fire of London).</li> <li>• Writing for different purposes (Samuel Pepys diary)</li> </ul> <p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>• To use both familiar and new punctuation correctly (Capital letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes).</li> <li>• To use the present and past tenses correctly and consistently, including the progressive form.</li> </ul>	<p><b>Writing focus</b></p> <ul style="list-style-type: none"> <li>• Writing poetry (Fireworks)</li> <li>• Writing for different purposes (Traditional Tales)</li> </ul> <p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>• To use both familiar and new punctuation correctly (Capital letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes).</li> <li>• Expanded noun phrases to describe and specify.</li> </ul>
<b>Maths</b>	<p><b>Block A U1</b> – Counting, partitioning and calculating</p> <p><b>Block B U1</b> – Securing number facts, understanding shape</p> <p><b>Block C U1</b> – Handling Data &amp; Measure</p>	<p><b>Block D U1</b> – Calculating, measuring and understanding shape</p> <p><b>Block E U1</b> – Securing number facts, relationships and calculating</p>
<p><b>Science</b> Sc 1 Scientific enquiry throughout the unit</p>	<p><b>Uses of everyday materials (Building 1600 style houses for topic Great Fire of London).</b></p> <ul style="list-style-type: none"> <li>• To identify and compare the suitability of a variety of everyday materials, including: Wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>• To find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• Look into the life of ‘John McAdam’ to help understand the development of newer materials.</li> <li>• Explore one object, using different materials – Investigate purpose and what’s best.</li> </ul>	
<p><b>ICT</b> New ICT units</p>	<p><b>Getting creative: Digital image/animation + words</b></p> <ul style="list-style-type: none"> <li>• Use Digital image programs to create scene/s of the Fire – add captions to these;</li> <li>• Prepare an image bank (folder) of images related to the Fire for the children search and select (Insert Image from File...);</li> <li>• Show images can be modified by adding ‘fire/smoke’ to contemporary images of buildings; Explore FONT options for text by changing colour/size/font/Text Effect etc;</li> </ul>	<p>Many as above – adapted;</p> <p>Use Digital Blue Cameras to prepare a short animation using small toys to represent characters;</p> <p>Edit the script of a pantomime by changing/editing the text – ie change colours to make diff characters stand out, words in bold etc;</p> <p>Take photos of freeze frame panto scenes, insert into a program and edit using tools + add text to accompany image.</p>

<b>History</b> 1,2,3,4,5 covered throughout	<b>Great Fire of London</b> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally.</li> </ul>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Use maps, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	
<b>Art</b>	<b>Sketching a house from 1600s comparing with a modern house.</b> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and make links with their own work. (artist who sketches houses)</li> </ul>	
<b>D&amp;T</b>	<b>Cooking and nutrition: Fairy-tale fruit and yoghurt smoothies.</b> <ul style="list-style-type: none"> <li>• To use basic principles of a healthy and varied diet to prepare dishes.</li> <li>• To understand where food comes from.</li> </ul>	<b>Design/ make and evaluate hand-puppets.</b> <ul style="list-style-type: none"> <li>• To explore a range of existing puppets to help with the planning process.</li> <li>• To design an appealing product for themselves based on a design criteria.</li> <li>• To use needle and thread to stitch puppets together using a range of materials, such as felt, cloth, buttons and other textiles necessary.</li> <li>• To evaluate their product against their design criteria.</li> </ul>
<b>PE</b> 1,2,3,4 taught throughout	<b>Gymnastics and Outdoor Games (Hockey).</b> <ul style="list-style-type: none"> <li>• Gymnastics: Performing a sequence including travelling, balance, roll, jump and body shape.</li> <li>• To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Hockey: Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Dance: Music from the theatre (Peter and the Wolf).</li> <li>• To perform dances using simple movement patterns.</li> </ul>

RE Hertfordshire	<b>Harvest/Religious symbols</b> <ul style="list-style-type: none"> <li>To look at signs and symbols in everyday life and in religions, such as Christianity and Islam.</li> </ul>	<b>Christmas: Giving and Receiving</b> <ul style="list-style-type: none"> <li>To understand why people give gifts at Christmas time.</li> <li>The role of the wise men.</li> </ul>
PSHE+C	<b>SEAL: New Beginnings</b>	<b>Say no to bullying</b> <b>Getting on and falling out</b>
Music	<b>The Long and Short of it</b> <ul style="list-style-type: none"> <li>Exploring duration</li> </ul>	Christmas Production Preparation
Trips		
Role Play	Fire of London role play area with Samuel Pepys' writing desk.	Puppet Theatre Area for making puppets and show area.
Events	Drama workshop to start topic.  Fire Service visit near end of topic to look at modern fire fighting.	Christmas Play Adults to perform part of Jack and the Beanstalk.

**Icknield Walk First School**  
**Year 2 Long Term Planning - Spring Term**

TOPIC	Famous People - Mary Seacole and the Crimean War	Castles
Literacy	<p><b>Writing focus:</b></p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others: real and fictional. (Space stories).</li> <li>• Writing about real events. (Mary Seacole, Crimean War/ Florence Nightingale)</li> <li>• Writing for different purposes (Newspaper article on Mary Seacole).</li> <li>• Writing poetry (Space poems).</li> </ul> <p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>• To use both familiar and new punctuation correctly (Capital letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes).</li> <li>• Subordination and co-ordination (for newspaper reports and stories).</li> </ul>	<p><b>Writing focus:</b></p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others: real and fictional. (Castle stories).</li> <li>• Writing about real events. (Recount of Mountfitchet visit).</li> <li>• Writing for different purposes (riddles)</li> </ul> <p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>• To use both familiar and new punctuation correctly (Capital letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes).</li> <li>• Subordination and co-ordination (for stories and riddles).</li> <li>• Expanded noun phrases (for riddles)</li> </ul>
Numeracy	<p><b>Block A U2</b> – Counting, partitioning and calculating  <b>Block B U2</b> – Securing number facts, understanding shape  <b>Block C U2</b> – Handling Data &amp; Measure</p>	<p><b>Block D U2</b> – Calculating, measuring and understanding shape  <b>Block E U2</b> – Securing number facts, relationships and calculating</p>

<p><b>Science</b> Sc 1 Scientific enquiry throughout the unit</p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>To observe and describe how seeds and bulbs grow into mature plants. (Use garden and outside area to observe throughout the year).</li> <li>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Cress investigation and inside/outside flower investigation).</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>To explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>To identify that, most living things live in habitats to which they are suited and to describe how different habitats provide for basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>To identify and name a variety of plants and animals in their habitats, including microhabitats. (Wild area, local environment).</li> <li>Describe how animals obtain their food from plants and other animals using the idea of a simple food chain, and identifying and name different sources of food. (E.g. Grass, cow, human).</li> </ul>
<p><b>ICT</b></p>	<p><b>STARTING RESEARCH</b></p> <ul style="list-style-type: none"> <li>Prepare Q's, search range of digital resources for answers and use software to organise.</li> <li>Using a range of sources to research people (books, WWW, DVD/CD);</li> <li>Discuss different websites on people – what makes them good/bad, are they trustworthy (find a site with 'incorrect' information);</li> <li>Sorting Images/Text – have a bank of these prepared and children sort by dragging/cutting and pasting.</li> </ul>	<p>Use castle website to research topic questions posed by the children.</p>
<p><b>History</b> 1,2,3,4,5 covered throughout</p>	<p><b>Famous People (Neil Armstrong and Christopher Columbus/ Mary Seacole and Florence Nightingale)</b></p> <ul style="list-style-type: none"> <li>Short space topic linked to Neil Armstrong.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Used to compare lives in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events and people and places in their own locality. (Castles, medieval life, King James I and The Knights Templar, Royston)</li> </ul>

<p><b>Geography</b></p>	<p><b>Geographical skills and fieldwork.</b></p> <ul style="list-style-type: none"> <li>• Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map (school grounds and location).</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	
<p><b>Art</b></p>	<p><b>Flora and Fauna inspired sketches/ pastel/ paintings.</b></p> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and make links with their own work.</li> </ul>	
<p><b>D&amp;T</b></p>	<p><b>Cooking and nutrition: Sea biscuits</b></p> <ul style="list-style-type: none"> <li>• To use basic principles of a healthy and varied diet to prepare dishes.</li> <li>• To understand where food comes from.</li> </ul>	<p><b>Design/ make and evaluate a castle with a working drawbridge.</b></p> <ul style="list-style-type: none"> <li>• To explore a range of existing products that use a winding mechanism, to help with the planning process.</li> <li>• To design a functional product for themselves based on a design criteria.</li> <li>• To use string and dowel to make a winding mechanism, and to use a saw to cut the dowel to the correct length.</li> <li>• To evaluate their product against their design criteria, by ensuring they have explored how the structure can be made more stable, and the effectiveness of the mechanism.</li> </ul>
<p><b>PE</b></p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Performing a sequence including travelling, balance, roll, jump and body shape on floor and apparatus working with a partner.</li> <li>• To master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Medieval dance</li> <li>• To perform dances using simple movement patterns.</li> </ul>

<p><b>RE</b> Hertfordshire</p>	<p><b>Special Places</b></p> <ul style="list-style-type: none"> <li>• Where do you like to go that is special? Why do Christians go to church? What do Christians do when they go to church? What might we expect a church to look like? What can I discover in my local church?</li> <li>• Visit to St.John Church. Use of internet/virtual church visit.</li> </ul>	<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• To understand why Easter is important for Christians.</li> <li>• The last supper.</li> <li>• The Easter story.</li> </ul>
<p><b>PSHE+C</b></p>	<p><b>Seal: Going for goals</b></p>	<p><b>Seal: Good to be me</b></p>
<p><b>Music</b></p>	<p><b>Rain, Rain Go Away</b> Exploring timbre, tempo and dynamics.</p>	<p><b>Sounds Interesting</b> Exploring sounds</p>
<p><b>Trips</b></p>	<p>Church Visit</p>	<p>Stansted Mountfitchet Visit</p>
<p><b>Role Play</b></p>	<p>Space area</p>	<p>Castle area</p>
<p><b>Events</b></p>	<p>Visit from nurse/paramedic to talk about modern nursing?</p>	<p>Medieval afternoon(castle event) for parents.</p>

**Ickniel Walk First School**  
**Year 2 Long Term Planning - Summer Term**

TOPIC	Plants and Animals	Island Home/ Mexico
Literacy	<p><b>Writing focus:</b></p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others: real and fictional. (Teleporter story: Gizmo’s trip)</li> <li>• <b>SATs Preparation</b></li> </ul> <p><b>SPAG:</b></p> <ul style="list-style-type: none"> <li>• To use both familiar and new punctuation correctly (Capital letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes).</li> <li>• Sentences with different forms.</li> <li>• Subordination and co-ordination.</li> </ul>	<p><b>Writing Focus</b></p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others: real and fictional. (Katy Morag: Tiresome Ted diary entry, Mexico: Pen Pal letter).</li> <li>• Writing for different purposes. (Mexico: Pen Pal letter and leaflet on the Island of Coll).</li> <li>• Writing poetry (Island life)</li> </ul> <p><b>SPAG:</b></p> <ul style="list-style-type: none"> <li>• To use both familiar and new punctuation correctly (Capital letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes).</li> <li>• Expanded noun phrases (poetry).</li> </ul>
Numeracy	<p><b>Block A U3</b> – Counting, partitioning and calculating  <b>Block B U3</b> – Securing number facts, understanding shape  <b>Block C U3</b> – Handling Data &amp; Measure</p>	<p><b>Block D U3</b> – Calculating, measuring and understanding shape  <b>Block E U3</b> – Securing number facts, relationships and calculating</p>
Science Sc 1 Scientific enquiry throughout the unit	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• To notice that animals, including humans, have offspring which grow into adults (Observe the growth of butterflies/ chicks and tadpoles)</li> <li>• To find out about and describe the basic needs of animals including humans for survival (water, food and air).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different food and hygiene. (DT cooking).</li> </ul>	
ICT	<p><b>STARTING RESEARCH – Prepare Q’s, search range of digital resources for answers and use software to organise.</b></p> <ul style="list-style-type: none"> <li>• Use SMART software to prepare mind maps on topic (could do on IWB or on laptops clicking to add text and using the draw line tool);</li> <li>• Model to the chn how ‘poor’ questions lead to an unsatisfactory outcome (this could be done first without any ICT involved, then demo</li> </ul>	<p><b>TALKING &amp; SHARING – Explore a SIMULATION &amp; emailing/blogging.</b></p> <ul style="list-style-type: none"> <li>• Explore how people communicate on Coll/Struay – letters, email, blogs (Edublog/Edmodo?); Sebastian Swan Website?</li> <li>• BeeBot software linked to exploring map (simulation of actual beebot)</li> <li>• Use Google Maps/Earth to VIRTUALLY explore Coll/other places</li> </ul>

	<p>using Google/other search);</p> <ul style="list-style-type: none"> <li>• Chn find/create images of plants/animals and then organise these (Powerpoint slides, diff boxes in a table in Word, Smart Board pages) – using the skills to move between pages/windows</li> </ul>	
<b>History</b>		
<b>Geography</b> Geographical skills and enquiry throughout 1 and 2.	<ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and five oceans.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Isle of Coll) and of a small area in a contrasting non-European country (Mexico).</li> <li>• Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</li> <li>• Use geographical vocabulary for physical and human features.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct symbols in a key.</li> </ul>	
<b>Art</b>	<p><b>Mexican Clay Pots, Island watercolour/ pastel pictures.</b></p> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and make links with their own work. (Kandinsky and a Mexican artist)</li> </ul>	
<b>D&amp;T</b>	<p><b>Cooking and nutrition: Mexican Salsa and Guacamole.</b></p> <ul style="list-style-type: none"> <li>• To use basic principles of a healthy and varied diet to prepare dishes.</li> <li>• To understand where food comes from.</li> </ul>	<p><b>Design/ make and evaluate a moving vehicle with four wheels.</b></p> <ul style="list-style-type: none"> <li>• To explore a range of existing products that use axels and wheels, to help with the planning process.</li> <li>• To design a purposeful product for themselves based on a design criteria.</li> <li>• To use dowel and MDF wheels to make a moving vehicle, and to use a saw to cut the dowel to the correct length.</li> <li>• To evaluate their product against their design criteria, by ensuring they have explored how the vehicle can be made more stable, and the effectiveness of the axel and wheels.</li> </ul>

<p><b>PE</b> K,S&amp;U 1/2/3/4</p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Performing a sequence including travelling, balance, roll, jump and body shape on floor and apparatus working with a partner.</li> <li>• To master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ul>	<p><b>Athletics (sports day) and outdoor games (Rounders)</b></p> <ul style="list-style-type: none"> <li>• Sports day</li> <li>• To participate in team games, developing simple tactics for attacking and defending.</li> <li>• To perform dances using simple movement patterns.</li> </ul>
<p><b>RE</b> Hertfordshire</p>	<p><b>Important people</b></p> <ul style="list-style-type: none"> <li>• Who is important in our lives at home, school and community?</li> <li>• Who are religious leaders and what do they do?</li> <li>• To understand the importance of religious leaders to their own religion.</li> </ul>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• What questions are easy? Why are some answers difficult?</li> <li>• Who is God?</li> <li>• Why am I here? What am I good at?</li> <li>• Is death the end?</li> <li>• What do Christians believe happen at the end?</li> </ul>
<p><b>PSHE+C</b></p>	<p><b>Seal: Relationships</b></p>	<p><b>Seal: Changes</b></p>
<p><b>Music</b></p>	<p><b>Music and ICT</b></p> <ul style="list-style-type: none"> <li>• An introduction to using a music processor.</li> </ul>	<p><b>Recorder</b></p> <ul style="list-style-type: none"> <li>• An introduction to recorder playing.</li> </ul>
<p><b>Trips</b></p>	<p>School grounds</p>	<p>Visits in local area: Royston Museum/ town Local environment to school</p>
<p><b>Role Play</b></p>	<p>Vets</p>	<p>Mexican Restaurant</p>
<p><b>Events</b></p>		<p>Mexican fiesta! – Trying different foods.</p>