

Icknield Walk First School
Year 2 Long Term Planning – Autumn Term

TOPIC	Great Fire of London	Traditional Tales
English	<p><u>Writing focus: Non-Fiction</u></p> <ul style="list-style-type: none"> • Writing a recount based on historical knowledge. • Writing about real events (Great Fire of London). • Writing for different purposes (Samuel Pepys’ diary writing and letter to King Charles II on rebuilding London) <p><u>Writing focus: Fiction</u></p> <ul style="list-style-type: none"> • Writing an imaginative letter using the book ‘Dear Teacher’ <p><u>SPAG</u></p> <ul style="list-style-type: none"> • To use both familiar and new punctuation correctly (capital letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes for contractions). • To use the present and past tenses correctly and consistently, including the progressive form. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Oral Rehearsal/Presenting – London at the time of the Great Fire. • Town Crier messages. 	<p><u>Writing focus: Poetry</u></p> <ul style="list-style-type: none"> • Writing poetry (Wizard’s pocket list and firework shape poems) <p><u>Writing focus: Fiction</u></p> <ul style="list-style-type: none"> • Writing for different purposes (Traditional Tales) <p><u>SPAG</u></p> <ul style="list-style-type: none"> • To use both familiar and new punctuation correctly (capital letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes for contractions). • Expanded noun phrases to describe and specify. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Questioning – material investigation. • Oral Rehearsal/Presenting – retelling and acting traditional tales.
Maths	See end document for overview of Maths in Year 2.	
Science	<p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> • 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. • To find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Look into the life of ‘Dunlop’ to help understand the development of newer materials. • Testing materials for a purpose. • Plan, investigate and evaluate waterproof properties of different materials. 	
Computing	<p><u>Computing systems and networks - Information Technology around us</u> In this unit, learners will look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. Learners will investigate how information technology</p>	<p><u>Digital photography</u> Through the lessons in this unit, learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this</p>

	improves our world, and they will learn about using information technology responsibly.	knowledge to recognise that images they see may not be real.
History	<p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> • To understand events beyond living memory that are significant nationally or globally. • To sequence key events of a historical period. • To ask and answer historical enquiry questions using different sources of information. • To compare the past to now. <p><u>Remembrance</u></p> <ul style="list-style-type: none"> • To learn about the lives of significant individuals. • To understand historical events, people and places in their own locality (Harold Ackroyd). 	
Art	<p><u>Printing – illustrate a fairy-tale</u></p> <ul style="list-style-type: none"> • To look at the work of artists and discuss how it makes us feel and what we see when we look at it. Compare the work of Yayoi Kusama with that of Andy Warhol (yr1) • Recognise, design and use their own repeated patterns • Create simple printing blocks – using a specific material • Use printing methods to create backgrounds as well as focal points 	
D&T	<p><u>Design, make and evaluate a simple bridge</u></p> <ul style="list-style-type: none"> • To evaluate a range of existing bridges to understand the different types of bridge and their components • To design a bridge to cross a set gap • To select from a range of materials to make a bridge • To evaluate their product against their design criteria 	

PE	<p><u>Outdoor Games (Hockey)</u></p> <ul style="list-style-type: none"> 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. Participate in team games, developing simple tactics for attacking and defending. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To perform and evaluate a sequence that includes travelling in different ways, balancing and shapes (on mats and apparatus).
RE Hertfordshire	<p><u>Symbols and Actions</u></p> <ul style="list-style-type: none"> To look at signs and symbols in everyday life and in religions. To find out about symbols in places of worship. <p><u>Prayer, Worship and Reflection</u></p> <ul style="list-style-type: none"> To explore the features of a church and to know why Christians view them as special places and how they are used. <p><u>Beliefs and Practices</u></p> <ul style="list-style-type: none"> Find out about how people with different worldviews celebrate the fruitfulness of the earth. (Harvest) 	<p><u>Beliefs and Practices & Human responsibility and values</u></p> <ul style="list-style-type: none"> How do festivals bring people together? To understand why people give and receive at Christmas. Why does Christmas matter to Christians? <p><u>Sources of Wisdom</u></p> <ul style="list-style-type: none"> Religious stories (The story of the Wise Men.)
PSHE	<p><u>Relationships</u> Making friends; feeling lonely and getting help Managing secrets; resisting pressure and getting help; recognising hurtful behaviour Recognising things in common and differences; playing and working cooperatively; sharing opinions Say No to Bullying</p>	
Music	<ul style="list-style-type: none"> <u>Weather</u> – Exploring Sounds <u>Water</u> - Pitch 	Christmas Production Preparation and Performance
Role Play	Great Fire of London role play area with Samuel Pepys' writing desk.	<p><u>Puppet Theatre</u></p> <ul style="list-style-type: none"> Area for puppets and show area.
Events	Great Fire of London drama workshop	Christmas Performance

Icknield Walk First School
Year 2 Long Term Planning – Spring Term

TOPIC	<u>Famous People</u> – Neil Armstrong, Mae Jemison and Amelia Earhart	<u>The homes of Kings and Queens</u>
English	<p><u>Writing focus: Non-Fiction</u></p> <ul style="list-style-type: none"> • Writing about personal experiences of others (biography). • Writing about real events (Neil Armstrong, Mae Jemison and Amelia Earhart) • Writing for different purposes (Newspaper article on Amelia Earhart). <p><u>Writing focus: Poetry</u></p> <ul style="list-style-type: none"> • Writing poetry (space poems). <p><u>SPAG</u></p> <ul style="list-style-type: none"> • To use both familiar and new punctuation correctly (capital letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes). • Subordination and co-ordination (for newspaper reports and stories). <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Oral Rehearsal/Presenting – reciting poetry by heart. 	<p><u>Writing focus: Fiction</u></p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (castle stories). <p><u>SPAG</u></p> <ul style="list-style-type: none"> • To use both familiar and new punctuation correctly (capital letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes). • Subordination and co-ordination (for stories and riddles). • Expanded noun phrases (for stories and riddles). <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Listening and Responding – conjunctions and adverbs. • Listening and Responding – discusses other viewpoints. • Vocabulary – synonyms.
Maths	See end document for overview of Maths in Year 2	

Science	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> • To notice that animals, including humans, have offspring which grow into adults (observe the growth of butterflies/ chicks and tadpoles) • To find out about and describe the basic needs of animals including humans for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different food and hygiene (D&T - cooking). • To know that medicine must be used by the person it has been prescribed for. • Identify labels and symbols for dangerous substances. 	
Computing	<p><u>Making music</u></p> <p>In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.</p>	<p><u>Pictograms</u></p> <p>This unit introduces the learners to the term 'data'. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p>
History	<p><u>Famous People (Neil Armstrong, Mae Jemison and Amelia Earhart)</u></p> <ul style="list-style-type: none"> • To know about the lives of significant individuals in the past who have contributed to national and international achievements. • Be able to compare lives in different periods. 	<p><u>Kings and Queens</u></p> <ul style="list-style-type: none"> • To learn about significant historical events and people and places in their own locality. (Castles, medieval life, Elizabeth I, King James I and The Knights Templar, Royston)
Geography	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • 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. • Name and locate the world's seven continents and five oceans. 	
Art	<p><u>Human Inspired Sculptures</u></p> <p>Alberto Giacometti</p> <ul style="list-style-type: none"> • To look at the work of artists and discuss how it makes us feel and what we see when we look at it. • Manipulate malleable materials to create recognisable forms. • Understand the safety and basic care of materials and tools. • Experiment with constructing and joining, using different types of materials. 	

D&T		<p><u>Design, make and evaluate hand-puppets</u></p> <ul style="list-style-type: none"> To evaluate a range of existing puppets to help with the planning process. To design an appealing product for themselves based on a design criteria. To use needle and thread to stitch puppets together using a range of materials, such as felt, cloth, buttons and other textiles necessary. To evaluate their product against their design criteria. <p><u>Design, make and evaluate an Easter Card, using sliders</u></p>
PE	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To perform a sequence including travelling, balance, roll, jump and body shape on floor and apparatus working with a partner. To master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> To use Medieval dance as a starting point for creating own group routine. To perform dances using simple movement patterns.
RE Hertfordshire	<p><u>Prayer worship and reflection</u></p> <ul style="list-style-type: none"> Why do some people pray to God/Allah for help? Explore 'The Lord's Prayer' Why is it traditional for Muslims to wash before they worship? 	<p><u>Beliefs and Practices</u></p> <ul style="list-style-type: none"> To understand why Easter is important for Christians. To learn about The Easter story and why it is important. <p><u>Sources of Wisdom</u></p> <ul style="list-style-type: none"> How and why are some stories important for Religious people? Stories from sacred texts Parables
PSHE	<p>Living in the Wider World</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community The internet in everyday life; online content and information What money is; needs and wants; looking after money</p>	
Music	<u>Ourselves</u> – Exploring Sounds	<u>Travel</u> -Performance
Trips		
Role Play	Space area	Castle area
Events		Medieval Feast

Icknield Walk First School
Year 2 Long Term Planning – Summer Term

TOPIC	Plants and Animals	Where would you prefer to live: Royston or Mexico?
English	<p><u>Writing focus: Fiction and Non-fiction</u></p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others: real and fictional. <p><u>SPAG</u></p> <ul style="list-style-type: none"> • To use both familiar and new punctuation correctly (capital letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes). • Sentences with different forms. • Subordination and co-ordination. 	<p><u>Writing Focus: Fiction and Non-fiction</u></p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others: real and fictional. (Just in Case: story and descriptions, Mexico: Pen Pal letter). • Writing for different purposes. (Mexico: Pen Pal letter and leaflet on Royston). <p><u>Writing Focus: Poetry</u></p> <ul style="list-style-type: none"> • Writing poetry (carnival poems) <p><u>SPAG</u></p> <ul style="list-style-type: none"> • To use both familiar and new punctuation correctly (capital letters, full stops, exclamation marks, questions marks, commas for lists and apostrophes). • Expanded noun phrases (poetry). <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> • Vocabulary – science investigation.
Maths	See end document for overview of Maths in Year 2	
Science	<p><u>Plants</u></p> <ul style="list-style-type: none"> • To observe and describe how seeds and bulbs grow into mature plants (use garden and outside area to observe throughout the year). • 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). 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • To explore and compare the differences between things that are living, dead, and things that have never been alive. • 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. • To identify and name a variety of plants and animals in their habitats, including microhabitats (wild area, local environment). • 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).

Computing	<p>Programming A – Robot algorithms This unit develops pupils’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Pupils will use given commands in different orders to investigate how the order affects the outcome. Pupils will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p>	<p>An introduction to quizzes This unit initially recaps on learning from the Year 1 Scratch Junior unit ‘Programming B - Introduction to animation’ Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.</p>
Geography	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Royston) and of a small area in a contrasting non-European country (Mexico). • Use geographical vocabulary for physical and human features. • 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. • 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. 	
Art	<ul style="list-style-type: none"> • Textiles – carnival costume and traditional Mexican textiles • Investigate and sort fabrics and threads. • Cut and shape fabric. • Apply shapes and textiles in different ways • Change and modify thread and fabrics 	
D&T	<p>Cooking and nutrition: Mexican tortillas and salsa.</p> <ul style="list-style-type: none"> • To evaluate a range of dips to discuss consistency and ingredients • To select from a range of ingredients to design own salsa • To make and evaluate own salsa and wraps • To use baking equipment including measures 	
PE	<p>Athletics (sports day) and outdoor games (Rounders)</p> <ul style="list-style-type: none"> • Sports day • To participate in team games, developing simple tactics for attacking and defending. • To understand the rules in rounders. 	

<p>RE Hertfordshire</p>	<p><u>Sources of Wisdom</u></p> <ul style="list-style-type: none"> To understand how people of faith have influenced the world by their actions To understand religious leaders and what they do. To understand the importance of religious leaders. <p><u>Human Responsibility and Values/Justice and Fairness</u></p> <ul style="list-style-type: none"> Christian and Muslim charities and charities within our community. 	<p><u>Ultimate Questions</u></p> <ul style="list-style-type: none"> To know there are some questions that are easy and that are difficult to answer. To understand what Christians believe happen at the end of life To discuss our own views on what happens at the end of life. To understand what God means to Christians. To understand what Allah means to Muslims. <p><u>Human Responsibility and Values/Justice and Fairness</u></p> <ul style="list-style-type: none"> Responsibilities within our community and within the world.
<p>PSHE</p>	<p style="text-align: center;"><u>Health and Wellbeing</u></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; Managing feelings and asking for help Growing older; naming body parts; moving class or year Safety in different environments; risk and safety at home; emergencies</p>	
<p>Music</p>	<p><u>Music and Computing</u></p> <ul style="list-style-type: none"> An introduction to using a music processor. 	<p><u>Recorder</u></p> <ul style="list-style-type: none"> An introduction to recorder playing.
<p>Trips</p>		<p>School grounds Whipsnade Zoo</p>
<p>Role Play</p>	<p>Habitat</p>	<p>Mexican Restaurant</p>
<p>Events</p>		<p>Mexican fiesta! – Trying different foods.</p>

The Year 2 Learner

Working mathematically

By the end of year 2, children will solve problems with one or a small number of simple steps. Children will discuss their understanding and begin to explain their thinking using appropriate mathematical vocabulary, hands-on resources and different ways of recording. They will ask simple questions relevant to the problem and begin to suggest ways of solving them.

Number

Counting and understanding numbers

Children will develop their understanding of place value of numbers to at least 100 and apply this when ordering, comparing, estimating and rounding. Children begin to understand zero as a place holder as this is the foundation for manipulating larger numbers in subsequent years. Children will count fluently forwards and backwards up to and beyond 100 in multiples of 2, 3, 5 and 10 from any number. They will use hands-on resources to help them understand and apply their knowledge of place value in two digit numbers, representing the numbers in a variety of different ways.

Calculating

Children learn that addition and multiplication number sentences can be re-ordered and the answer remains the same (commutativity) such as $9+5+1=5+1+9$. They learn that this is not the case with subtraction and division. They solve a variety of problems using mental and written calculations for $+$, $-$, \times , \div in practical contexts. These methods will include partitioning which is where the number is broken up into more manageable parts (e.g. $64 = 60 + 4$ or $50 + 14$), re-ordering (e.g. moving the larger number to the beginning of the number sentence when adding several small numbers) and using a number line. Children will know the 2, 5 and 10 times tables, as well as the matching division facts ($4 \times 5 = 20$, $20 \div 5 = 4$) and can recall them quickly and accurately. They apply their knowledge of addition and subtraction facts to 20 and can use these to work out facts up to 100.

Fractions including decimals

Throughout year 2, children will develop their understanding of fractions and the link to division. They explore this concept using pictures, images and hands-on resources. They will solve problems involving fractions (e.g. find $\frac{1}{3}$ of the hexagon or $\frac{1}{4}$ of the marbles) and record what they have done. They will count regularly and fluently in fractions such as $\frac{1}{2}$ and $\frac{1}{4}$ forwards and backwards and, through positioning them on a number line, understand that some have the same value (equivalent) e.g. $\frac{1}{2} = \frac{2}{4}$.

Measurement

Children will estimate, choose, use and compare a variety of measurements for length, mass, temperature, capacity, time and money. By the end of year 2, they will use measuring apparatus such as rulers accurately. They will use their knowledge of measurement to solve problems (e.g. how many ways to make 50p). They extend their understanding of time to tell and write it on an analogue clock to 5 minute intervals, including quarter past / to the hour. They will know key time related facts (minutes in an hour, hours in a day) and relate this to their everyday life.

Geometry

Children will identify, describe, compare and sort common 2-D and 3-D shapes according to their properties (sides, vertices, edges, faces) and apply this knowledge to solve simple problems. They develop their understanding by finding examples of 3-D shapes in the real world and exploring the 2-D shapes that can be found on them (e.g. a circle is one of the faces on a cylinder). Children begin to describe position, direction and movement in a range of different situations, including understanding rotation (turning through right angles clockwise and anti-clockwise). They use their knowledge of shape in patterns and sequences.

Statistics

Children sort and compare information, communicating findings by asking and answering questions. They will draw simple pictograms, tally charts and tables.