

Year 2 Long Term Curriculum Plan 2020 – 21

Term	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 6 weeks	Summer 1 - 6 weeks	Summer 2 - 7 weeks
Topic Title	Being Me My World (Whole School Topic)	Dungeons and Dragons	The Area We Live In (Whole School Topic)	The Great Fire of London	Indian Spice (Including contrasting locality - Chembakolli)	Pioneers (Male and Female)
English (Reading, Writing, Phonics/ Spelling, schemes used to support POR and NNS)	<p>Text Focus: Whole School Text – Here we are</p> <p>NNS: Reteach phase 3-5 Phonics (for screen Aut 2) Y1 CEW</p> <p>Grammar: Capital letters, full stops, full sentences, word groups.</p> <p>Reading: Inference, prediction, vocabulary, explain, retrieve, sequence.</p> <p>Writing: Full sentences, letters, basic word groups and mind maps.</p>	<p>Texts Focus: Jack and the Beanstalk The Knight and the Dragon The Dragon Machine Tell me a Dragon Elves and the shoemaker – Jim LaMarche (Flying Start) Rapunzel</p> <p>NNS: Reteach Phase 3-5 Phonics (for screen Aut 2) Y2 CEW</p> <p>Grammar: Review of capital letters, full stops, noun phrases, past and present tense.</p> <p>Reading: Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence</p> <p>Writing: Story writing, diary entries, letters, fairy tales.</p>	<p>Texts Focus: Whole School Text –</p> <p>NNS: Begin Yr2 spelling rules. Homophones 2 wks, words ending in -ed, ai spelt with I, 'l' sound spelt differently at the end of words.</p> <p>Grammar: Conjunctions, coordinating & subordinating. Commas.</p> <p>Reading: Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence</p> <p>Writing: Explanations, chronological reports, information texts.</p>	<p>Texts Focus: Recipes for making bread. Toby and the Great Fire of London Vlaad the Flea and TGFOL Fire Cat</p> <p>NNS: Word endings -ies for plurals, ll or l, ey, y as /ee/ sound.</p> <p>Grammar: Sentence varieties, up-leveling vocabulary.</p> <p>Reading: Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence</p> <p>Writing: Diary entries, chronological reports, recounts of factual events.</p>	<p>Texts Focus: The Runaway Chapatti Pattan's Pumpkin</p> <p>NNS: /o/ sound after w or qu, /u/ sound as o, words ending in -ion.</p> <p>Grammar: Reviewing grammar from the year.</p> <p>Reading: Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence</p> <p>Writing: Story writing, cultural/folk tales, leaflets.</p>	<p>Texts Focus: Neil Armstrong The Way Back Home The Man on the Moon</p> <p>NNS: suffixes ready for year 3.</p> <p>Grammar: suffixes</p> <p>Reading: Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence</p> <p>Writing: Full stories, author study, biography.</p>

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<p>Maths (Maths Mastery and White Rose schemes used to support lessons)</p>	<p>Topic Areas: Place Value & Numbers up to 100 (10). Add & Subtraction – word problems. (20)</p> <p>Maths Meetings: Counting Number bonds</p> <p>Times tables Focus: 2s</p>	<p>Topic Areas: Measure (10), Statistics, Graphs (5), Multiplication 2s, 5s and 10s. (15)</p> <p>Maths Meetings: Times tables</p> <p>Times tables Focus: 5s</p>	<p>Topic Areas: Time (10), Fractions (10) Add & Subtract regrouping(10).</p> <p>Maths Meetings: Addition</p> <p>Times tables Focus: 10s</p>	<p>Topic Areas: Money (10) Shapes (15) Revision (5).</p> <p>Maths Meetings: Subtraction</p> <p>Times tables Focus: 2, 5, 10</p>	<p>Topic Areas: Evidence gathering, SATS, Measuring (10)</p> <p>Maths Meetings: Revision Mix</p> <p>Times tables Focus: 2, 5, 10</p>	<p>Topic Areas: Multiplication 3s, 4s (15), calculation methods (10).</p> <p>Maths Meetings: Revision Mix</p> <p>Times tables Focus: 2, 5, 10, 3, 4</p>
<p>Science</p>	<p>Topic Area: Everyday Materials</p> <p>Working Scientifically Focus: *Identifying, classifying, measuring, observing * Identify difference, similarities or changes * Questioning * Make comparisons between features or components *Perform simple tests * Draw on observations and ideas to offer answers to questions * Use simple scientific vocabulary to describe/ observe *Explaining</p>	<p>Topic Area: Materials and Uses</p> <p>Working Scientifically Focus: *Identifying things to measure or observe * asking simple questions and recognising that they can be answered in different ways * using their observations and ideas to suggest answers to questions * observing closely, using simple equipment</p>	<p>Topic Area: Animals including Humans</p> <p>Working Scientifically Focus: *Classifying and answering questions *Explaining * Sorting and classifying, recording information *Explaining, investigating, observing</p>	<p>Topic Area: Habitats</p> <p>Working Scientifically Focus: *Labelling, Classifying and answering questions *Explaining Answers to Questions *Observing *Recording Results</p>	<p>Topic Area: Life Cycles</p> <p>Working Scientifically Focus: *Labelling, classifying and answering questions *Explaining answers to questions *Observing and recording *Identifying similarities and differences</p>	<p>Topic Area: Plants</p> <p>Working Scientifically Focus: *Observing and recording *Explaining *Investigating *Questioning *Sorting, classifying *Theorising</p>

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PSHE (Jigsaw scheme to be used to support lessons)	1. Being me in my world	2. Celebrating Difference	3. Dreams and Goals	4. Healthy Me	5. Relationships	6. Changing Me
History	Family trees Timeline of own life events/stages of growth. Look at own families, where they come from? What languages they speak?	Coat of Arms/ Explaining design Features of a Castle, jobs/roles in a Castle, Defending a Castle. Researching facts about Queen Elizabeth.	Famous people and events in Long Lawford/Rugby. Look at heritage of families in Long Lawford.	How did fire start? Artist's impressions of fire. Timeline of events GFOL. Diary Entry from Baker's POV Samuel Pepys diary entries.	Indian Landmarks and figures - history of these.	Pioneers – famous men and women in history. Timelines of events/lifetimes/key events.
Geography	Identifying Great Britain – England, Scotland, Wales and Ireland. Identifying the continents and oceans. Looking at famous features of these parts of GB.	Identify castles in UK and locate on map. Land features, man-made and natural features of the land.	Mapping local area - home, school etc Aerial maps of local area. Human/physical features of local area. Give opinions with reasons about Long Lawford/Rugby - likes/dislikes. Use different representations to describe a place - words, pictures, graphs and tables, e.g. surveys.	Mapping London and GFOL locations/monuments. Describing the spread of the fire and types of houses.	Where is India? Locating on world map Human/Physical features of India Locate village of Chembakolli key differences/similarities Schools, homes, transport Information Leaflet - Chembakolli	Locating where pioneers came from on world map. Transport and to where?
Religious Education	Believing (1.3) Who is Jewish and what do they believe?	Expressing (1.6) How and why do we celebrate special and sacred times? Sukkot – Jewish Festival (2 – 9 Oct 2020)	Believing (1.2) Who is Muslim and what do they believe?	Expressing (1.6) How and why do we celebrate special and sacred times? Lent – Christian (17 February-29 March 2021)	Living (1.8) How should we care for others and the world and why does it matter? Christians, Muslims and/or Jewish people	Expressing (1.6) How and why do we celebrate special and sacred times? Ramadan – Muslim (12 April – 11 May 2021)

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		Hanukkah – Jewish Festival (10 – 18 December 2020)		Holy Week - Christian (28 March – 3 April 2021) Easter – Christian (4 April 2021 – Easter Sunday) *(Visit to Methodist Church?)		Eid al-Fitr –Muslim (12-13 May 2021)
Computing	Programming Apps/Equipment	Online technologies Apps/Equipment	Data Handling Apps/Equipment	Digital Literacy Apps/Equipment	Multimedia Apps/Equipment	Word Processing Apps/Equipment
Art	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Comment on similarities and differences in their own work and others’ work from artists and designers. Begin to understand how different materials look and feel and use this knowledge to make choices and develop their own work. Self-Portraits/pop art Sculpture - linked with DT planet model	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Beginning to investigate shape, form, texture in materials to create a 3D model. Sometimes adapt and improve their own work. Sketching Castle types/designs, e.g. motte and bailey, concentric 3d Junk model castle	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Comment on similarities and differences in their own work and others’ work from artists and designers. Drawings and paintings of homes and local features and landmarks Local Artist Study	Beginning to investigate shape, form, texture in materials to create a 3D model. Comment on similarities and differences in their own work and others’ work from artists and designers. Sometimes adapt and improve their own work. Model of GFOL Tudor House Collage work GFOL scenes	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Collect visual and other information to develop ideas using techniques for line, colour, pattern, texture, shape & space. Sketch work -Rangoli Patterns Sketch work -Landmarks – Taj Mahal -Indian symbols – animals flowers	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Begin to understand how different materials look and feel and use this knowledge to make choices and develop their own work. Portraits of Pioneers/famous people using techniques from other artists Collage work and Sculpture – space/solar system
Design Technology	Plan by suggesting what to do next. Select tools and materials and explain their choices. Measure, mark, cut, shape and join components. Use simple finishing techniques. Make judgements about their products and ideas using simple design criteria. Suggest how their products can be improved.	Plan by suggesting what to do next. Select tools and materials and explain their choices. Measure, mark, cut, shape and join components. Use simple finishing techniques. Describe the movement of simple mechanisms (levers, sliders, wheels, axles). Know how structures can be made stronger and more stable.	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and evaluate a range of existing products.	Plan by suggesting what to do next. Select tools and materials and explain their choices. Measure, mark, cut, shape and join components. Use simple finishing techniques. Know how structures can be made stronger and more stable. Use some technical vocabulary for the projects they undertake.	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	Plan by suggesting what to do next. Select tools and materials and explain their choices. Measure, mark, cut, shape and join components. Use simple finishing techniques. Know how structures can be made stronger and more stable. Use some technical vocabulary for the projects they undertake.

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	Describe which materials products are made from. Say what they do/do not like about products. Making their own Planet / Earth / solar system – cardboard model.	Use some technical vocabulary for the projects they undertake. Prepare simple dishes safely and hygienically without using heat. Design, make, evaluate 3d Junk model castle with moving drawbridge Christmas themed crafts– junk model Christmas trees, tree decorations Design, make, evaluate Christmas cupcakes	Making 3D maps of the village and surrounding areas. Attempt making modes of transport, trains, vehicles.	Know that all food has to be grown, farmed or caught. Know that we should eat at least five portions of fruit and veg each day. Can cut, peel and grate food. 3d Junk model of GFOL Tudor House Bake bread rolls Fruit salad (PSHE)	Design, make, evaluate animal hand puppets for Runaway Chapatti. Make cardboard models of Indian animals.	Design, make, evaluate Model Space Rocket and launch it
Music (Charanga scheme used to support lessons)	Unit topic: 1. Hands, Feet, Heart	2. Ho Ho Ho	3. I Wanna Play in a Band	4. Zoo Time	5. Friendship Song	5. Reflect, Rewind Review
PE (Real PE scheme used to support lessons)	Cog Focus: Social Fundamental movement skill focus: Invasion Games (Skills, movement, rules) Assessment focus areas: I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas (Level 3) I can help praise and encourage others in their learning (Level 2) I can work sensibly with others, taking turns and sharing (Level 1)	Cog Focus: Personal Fundamental movement skill focus: Invasion Games (Teamwork, spatial awareness, passing) Fundamental movement (ABC's) Assessment focus areas: I know where I am with my learning and I have begun to challenge myself (Level 3) I try several times if at first I don't succeed and I ask for help when appropriate (Level 2) I can follow instructions, practise safely and work on simple tasks by myself (Level 1)	Cog Focus: Cognitive Fundamental movement skill focus: Net Games (Hand-eye co-ordination) ABC's Dance -Educational dance cross-curricular links (SSP Coach) Assessment focus areas: I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement (Level 3) I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is	Cog Focus: Creative Fundamental movement skill focus: Outdoor Adventurous Activities Circuits Assessment focus areas: I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression (Level 3) I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2) I can explore	Cog Focus: Physical Fundamental movement skill focus: Throwing & Catching, Circuits Assessment focus areas: I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency (Level 3) I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed (Level 2) I can perform a single skill or movement with some control. I can perform a	Cog Focus: Health & Fitness Fundamental movement skill focus: Striking & Fielding games Assessment focus areas: I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down (Level 3) I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Level 2) I am aware of why exercise is important for good health (Level 1)



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			working or performing well (Level 2) I can understand and follow simple rules and can name some things I am good at (Level 1)	and describe different movements (Level 1)	small range of skills and link two movements together (Level 1)	
<u>LLPS Learning Goals</u>	 Try foods from around the world	 Bake a cake	 Go on a bug hunt and build a 'bug hotel'	 Visit a place of worship  Bake a cake	 Try foods from around the world  Design and sew a hand puppet	 Grow some vegetables or fruit and eat them
<u>Educational Visits</u>		Tamworth Castle *(COVID?)		Methodist Church Easter visit *(COVID?)		National Space Centre *(COVID?)