

New York Primary School
Year 2 Long Term Planning (2020-21)



	Autumn Arctic Great Fire of Newcastle and Gateshead	Spring Roald Dahl Castles	Summer Dragons Victorians
English	Diary Entry Diary of an Arctic Explorer Non-Chronological Report Arctic Animals Finding tale Linked to the Great Explorer (key text) Poetry Writing a senses poem.	Character Description BFG Instructions Charlie and the Chocolate Factory	Conquering the monster Kassim and the Dragon Non-Chronological Report SATS Dragons booklets
	Recount Recount of the Great Fire of Newcastle and Gateshead Journey Story Adaptation of Vlad and the Great Fire of London (to suit the Great fire of Newcastle and Gateshead)	Castles Tale of Fear Explanation text How a Castle is designed to keep out enemies.	Letter Florence Nightingale writing home Rags to Riches Story Based on Daisy Saves the Day (key text)
Mathematics	Place Value Addition and Subtraction	Multiplication and Division Statistics Properties of Shape	Position and Direction Problem Solving and Efficient Methods Measurement: Time
	Measurement: Money Multiplication and Division	Fractions Measurement: Length and Height SATS Practice	Measurement: Mass, Capacity and Temperature Investigations
Science	Living Things and their Habitats Children will look at animals in the Arctic and how they have adapted to their environment. Comparisons will be made between them and other animals.	Working Scientifically Children will conduct a variety of experiments based on Charlie and the Chocolate Factory.	Everyday Materials Children will test different materials to see if they would be suitable for houses to withstand a dragon attack. Sound
	Animals Including Humans Children will learn about the needs of different animals.	Animals Including Humans Comparisons will be made between types of diet and exercise today and in the past.	Plants Children will plant and nurture their own plants. Comparisons will be made between plants in different environments.
History	Great Fire of Newcastle and Gateshead Children will learn about a significant historical event within their own locality.	Castles Children will learn about castles and differing time periods to reveal aspects of change in national life.	Victorians Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements. - Queen Victoria - Florence Nightingale
Geography	Arctic As part of our Arctic Explorers topic, we will first explore our local area as well as the four countries of the United Kingdom and then explore the Arctic - making comparisons between all of the above.	Roald Dahl As part of our Roald Dahl topic, we will fly in his fighter plane to visit and compare different continents.	Dragons As part of our Dragons topic, we will consider the world from the perspective of a dragon. We will use geographical vocabulary, learn how to use compass points and use aerial photographs and maps to create our own maps.
Art/DT Add artists	Arctic Art - We will develop our sketching and painting techniques to recreate artwork in the style of Linda Lang. (An artist and environmentalist who uses watercolours to paint the Arctic) Focus artist: Linda Lang Great Fire of Newcastle DT - We will develop our stitching skills to create a Christmas decoration. We will create Christmas cards with moving parts.	Roald Dahl Quentin Blake - Children will look at the illustrations of Quentin Blake. They will draw characters from their descriptions and will create their own characters and illustrations. Focus artist: Quentin Blake Castles Children will develop their understanding of different materials and structures. Focus architect: John Dobson	Dragons Use of clay to create dragon eyes. Using specific criteria to design a dragon. Focus artist: Keisuke Teshima Victorians Children will learn about William Morris and his fame during the Victorian period. Children will design their own wallpaper and postage stamp using printing and marbling techniques. Focus artist: William Morris

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	Focus artist: John Callcott Horsley		
Computing	Autumn 1: Online Safety, Developing Word Processing Skills Autumn 2: Writing in Different Styles	Spring 1: An Introduction to Animation Spring 2: Finding and Presenting Information,	Summer 1: Programming with Scratch Junior Summer 2: Spreadsheets
PE	Gymnastics - Balance and Jump Fitness Circuits	Dance Football	Orienteering Athletics - Jumping
	Gymnastics - Roll and Travel Team Games - Attacking and Defending	Dance Athletics - Throwing and Catching	Orienteering Athletics - Running
Music Add musicians	Listening to and evaluating music. Use voices expressively and creatively by singing songs and speaking chants and rhymes (Christmas Performance).	Play tuned and untuned musical instruments. Use voices expressively and creatively by singing songs and speaking chants and rhymes (Easter Performance).	Experiment with, create, select and combine sounds using the inter-related dimensions of music
PHSE Changing?	Autumn 1: Safety Education Child Protection RSE: Mental well-being Autumn 2: Anti-bullying Education Citizenship RSE: Basic first aid Caring for me	Spring 1: Drugs Education RSE: Online safety Spring 2: Emotional Health and Well-being Healthy Eating RSE: Healthy eating Health and prevention Physical health and fitness	Summer 1: SRE RSE: Families and people who care for me Respectful relationships Summer 2: PSHE RSE: Being safe
RE	Autumn 1 Skill: Knowledge and understanding Context: Why is the Bible special to Christians? What can we learn from the story of St Cuthbert?	Spring 1: Christianity Skill: Critical thinking Context: What does it mean to belong in Christianity?	Summer 1: Buddhism Skill: Knowledge and understanding Context: How do Buddhists show their beliefs? How do Buddhists worship? How do Buddhists express their beliefs in practice?
	Autumn 2 Christianity - Christian traditions, rituals and festivals. Skill: Critical thinking Context: How and why is light important at Christmas?	Spring 2: Christianity Skill: Knowledge and understanding Context: How do Christians celebrate Easter?	Summer 2: Diversity unit Skill: Critical thinking. Empathy Context: What can we learn about our local faith/religions communities?