



Year 2 Long Term Planning

	Autumn Arctic Great Fire of Newcastle and Gateshead	Spring Roald Dahl Castles	Summer Dragons Victorians
English	<p>Diary Entry Diary of an Arctic Explorer</p> <p>Finding tale Linked to the Great Explorer (key text)</p> <p>Poetry Inuit poetry. Writing a senses poem.</p> <p>Recount Recount of the Great Fire of Newcastle and Gateshead</p> <p>Journey Story Adaptation of Vlad and the Great Fire of London (to suit the Great fire of Newcastle and Gateshead)</p>	<p>Character Description BFG</p> <p>Instructions Charlie and the Chocolate Factory</p> <p>Castles Instruction text - How to storm a castle. Poetry - Alliteration</p>	<p>Conquering the monster Kassim and the Dragon</p> <p>Non-Chronological Report SATS Dragons booklets</p> <p>Letter Florence Nightingale writing home</p> <p>Rags to Riches Story Based on Daisy saves the day (key text)</p>
Mathematics	<p>Place Value Addition and Subtraction</p> <p>Measurement: Money Multiplication and Division</p>	<p>Multiplication and Division Statistics Properties of Shape</p> <p>Fractions Measurement: Length and Height SATS Practice</p>	<p>Position and Direction Problem Solving and Efficient Methods Measurement: Time</p> <p>Measurement: Mass, Capacity and Temperature Investigations</p>
Science	<p>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.</p> <p>Animals Including Humans Children will learn about the needs of different animals.</p>	<p>Working Scientifically Children will conduct a variety of experiments based on Charlie and the Chocolate Factory.</p> <p>Animals Including Humans Comparisons will be made between types of diet and exercise today and in the past.</p>	<p>Everyday Materials Children will test different materials to see if they would be suitable for houses to withstand a dragon attack. Sound</p> <p>Plants Children will plant and nurture their own plants. Comparisons will be made between plants in different environments.</p>
History	<p>Great Fire of Newcastle and Gateshead Children will learn about a significant historical event within their own locality.</p>	<p>Castles Children will learn about castles and differing time periods to reveal aspects of change in national life.</p>	<p>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</p>
Geography	<p>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.</p>	<p>Roald Dahl As part of our Roald Dahl topic, we will fly in his fighter plane to visit and compare different continents.</p>	<p>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.</p>
Art/DT	<p>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)</p> <p>Great Fire of Newcastle DT - We will develop our stitching skills to create a Christmas decoration</p>	<p>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.</p> <p>Castles Children will develop their understanding of wheels, pulleys and levers.</p>	<p>Dragons Use of clay to create dragon eyes.</p> <p>Victorians Children will learn about William Morris and his fame during the Victorian period.</p> <p>Children will design their own wallpaper and postage stamp using printing and marbling techniques.</p>
Computing	<p>Autumn 1: Online Safety</p> <p>Autumn 2: Developing Word Processing Skills Writing in Different Styles</p>	<p>Spring 1: An Introduction to Animation</p> <p>Spring 2: Finding and Presenting Information, Spreadsheets</p>	<p>Summer 1: Programming with Lego Explore</p> <p>Summer 2: Programming with Lego Explore</p>
PE	<p>Commando Jo - Shackleton's Journey Team games - passing and catching</p> <p>Gymnastics - Roll and Travel Team Games - Attacking and Defending</p>	<p>Gymnastics - jump and balance Team games - Inter class competitions</p> <p>Dance Athletics - Throwing and Catching</p>	<p>Orienteering Athletics - Jumping</p> <p>Orienteering Athletics - Running</p>
Music	<p>Listening to and evaluating music. Use voices expressively and creatively by singing songs and speaking chants and rhymes (Christmas Performance).</p>	<p>Play tuned and untuned musical instruments. Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Play tuned and untuned musical instruments. Use voices expressively and creatively by singing songs and speaking chants and rhymes (Easter Performance).</p>
PHSE	<p>Autumn 1: Safety Education Child Protection</p> <p>RSE: Mental well-being Autumn 2: Anti-bullying Education</p> <p>Citizenship RSE: Basic first aid Caring for me</p>	<p>Spring 1: Drugs Education RSE: Online safety Spring 2: Emotional Health and Well-being Healthy Eating RSE: Healthy eating Health and prevention</p> <p>Physical health and fitness</p>	<p>Summer 1: SRE RSE: Families and people who care for me Respectful relationships</p> <p>Summer 2: PSHE RSE: Being safe</p>
RE	<p>Autumn 1 Skill: Knowledge and understanding</p> <p>Context: Why is the Bible special to Christians? What can we learn from the story of St Cuthbert?</p> <p>Autumn 2 Christianity - Christian traditions, rituals and festivals. Skill: Critical thinking</p> <p>Context: How and why is light important at Christmas?</p>	<p>Spring 1: Christianity Skill: Critical thinking</p> <p>Context: What does it mean to belong in Christianity?</p> <p>Spring 2: Christianity Skill: Knowledge and understanding</p> <p>Context: How do Christians celebrate Easter?</p>	<p>Summer 1: Buddhism Skill: Knowledge and understanding</p> <p>Context: How do Buddhists show their beliefs? How do Buddhists worship? How do Buddhists express their beliefs in practice?</p> <p>Summer 2: Diversity unit Skill: Critical thinking. Empathy</p> <p>Context: What can we learn about our local faith/religions communities?</p>

