

Year 2 Long Term Planning

	Autumn Arctic Great Fire of Newcastle and Gateshead	Spring Roald Dahl Castles	Summer Dragons Victorians
English	Persuasive Writing Persuading someone to explore the Arctic	Character Comparison Comparing two Roald Dahl characters Rags to Riches Story (plot toolkit) Based on Cinder Boy, children will write their own rags to riches tale.	Finding Tale (character toolkit) Tell Me a Dragon Non-Chronological Report Non-chronological report about an animal
	Journey Story (setting toolkit) Adaptation of Vlad and the Great Fire of London (to suit the Great fire of Newcastle and Gateshead)	Castles Instructions - How to storm a castle - Linked to 'The Castle the King Built' Poetry Alliteration, inspired by our work on castles and the Middle Ages.	Diary Entry Florence Nightingale writing about her experiences in the Crimean War. Biography Children will write a biography about a famous Victorian.
Mathematics	Place Value Addition and Subtraction	Multiplication and Division Statistics Properties of Shape Fractions	Problem Solving and Efficient Methods Arithmetic and calculation Practice Measurement: Mass, Capacity and Temperature
	Measurement: Money Multiplication and Division	Measurement: Length and Height, time Position and direction Arithmetic and calculation 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 James and the Giant Peach.	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 Children will learn the importance of a balanced diet and exercise in keeping us healthy.	Plants Children will plant and nurture their own plants to see what they need to grow healthy and strong.
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 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	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) Great Fire of Newcastle DT - We will design and create our own Christmas cards using levers and sliders to make a moving part.	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. Castles - Food Children will design and then prepare a healthy snack that would be suitable to take on our trip to Alnwick Castle.	Dragons Use of clay to create dragon eyes. Victorians DT - Children will learn about toys during the Victorian period. They will then design and create their own felt finger puppets.

Computing	Autumn 1: Online Safety, Developing Word Processing Skills	Spring 1: An Introduction to Animation	Summer 1: Programming with Scratch Jr.
	Autumn2: Writing in Different Styles	Spring 2: Finding and Presenting Information, Spreadsheets	Summer 2: Programming with Lego Explore
PE	Commando Jo - Shackleton's Journey Team games - passing and catching	Gymnastics - jump and balance Team games - Inter class competitions	Orienteering Athletics - Jumping
	Gymnastics - Roll and Travel Team Games - Invasion games	Dance Wall and net games	Orienteering Athletics - Running, throwing, catching
Music	Listening to and evaluating music. Recognising beat, rhythm and pitch. Learning Tony Chestnut - singing and on chime bars.	Experiment with, create, select and combine sounds using the inter-related dimensions of music BBC ten pieces: Hans Zimmer	Explore instruments and dynamic choices Create a sound story for 'Don't Wake the Dragon'.
	Use voices expressively and creatively by singing songs and speaking chants and rhymes (Christmas Performance).	Play tuned and untuned musical instruments. Chime bars.	Play tuned and untuned musical instruments.
PHSE	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: Does the story of St Cuthbert help Christians to lead a good life?	Spring 1: Buddhism Skill: Reflection and Response Context: How does Right Speech help Buddhists to lead a good life?	Summer 1: Buddhism Skill: Interpretation Context: What is the best way for a Buddhist to lead a good life? Right action.
	Autumn 2 Christianity - Christian traditions, rituals and festivals. Skill: Critical thinking Big Question: Why do Christians believe God gave Jesus to the world?	Spring 2: Christianity Skill: Application Big Question: How important is it to Christians that Jesus was resurrected?	Summer 2: Diversity unit Skill: Critical thinking. Empathy Big Question: What can we learn about our local faith/religions communities? What do Muslims believe?