


Crookhill Primary School - Long Term Planning		2023-2024			Year 2	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	The Great Fire of London	Brazil	Amazing Antarctica	Awesome Australia.	Great Women Grace Darling / Seaside	Florence Nightingale and Mary Seacole
English	Stories with a familiar setting The Tiger Who Came to Tea Non-fiction – GFOL leaflet.	Non-chronological report – All about Brazil Poetry – Winter.	Fairy Tales Little Red	Stories by the same author. Roald Dahl – The Twits / Fantastic Mr Fox	Roald Dahl Biography	The Bear and the Piano – Narrative The Storm Whale – Non-fiction leaflet.
Cross curricular Writing	Diary entry as Samuel Pepys		Letter home as Roald Amundsen	Information leaflet all about Australia.	Grace Darling	Fact file about Great women.
Mathematics	Place Value Addition and Subtraction Multiplication and Division Shape Measures Fractions					
Cross curricular Numeracy	Opportunities to apply statistics and measures objectives in science and topic lessons will be planned across the term.		Opportunities to apply statistics and measures objectives in science and topic lessons will be planned across the term.		Opportunities to apply statistics and measures objectives in science and topic lessons will be planned across the term.	
History	The Great Fire of London		The Race to the Pole – Amundsen and Scott.		Florence Nightingale / Mary Seacole and Grace Darling	
Geography	Locational Knowledge Name and locate the world's seven continents and five oceans		Place Knowledge Understand geographical similarities and differences through studying the human and		Human and Physical Geography Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.	

		physical geography of a small area in a contrasting non-European country.	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	Brazil	Australia	The Seaside
Design Technology	Continuous Skills: Design / Make / Evaluate.		Continuous Skills: Technical knowledge
		<ul style="list-style-type: none"> Use wheels and axels in their products Explore and use mechanisms, such as levers, sliders, wheels and axels in their products. Investigate how to strengthen and stiffen made structures 	Continuous Skills: Cooking and Nutrition <ul style="list-style-type: none"> Use the basic principles of a healthy diet to prepare dishes. Understand where food comes from.
	Design / Make / Evaluate <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. 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. 		
	Autumn 1 – London.	Autumn 2	Spring 1 – Fairy Tales
	Tudor House with moving parts.	Pouches Make for the Christmas Fair.	Baby Bear’s Chair.
			Summer 1
			A balanced diet – Healthy Picnic for the Seaside.
Science	<i>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</i> <ul style="list-style-type: none"> <i>asking simple questions and recognising that they can be answered in different ways</i> 		

- *observing closely, using simple equipment*
- *performing simple tests*
- *identifying and classifying*
- *using their observations and ideas to suggest answers to questions*
- *gathering and recording data to help in answering questions.*

Plants

Pupils should be taught to:

- > observe and describe how seeds and bulbs grow into mature plants
- > find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Animals including humans

Pupils should be taught to:

- > notice that animals, including humans, have offspring which grow into adults
- > 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 types of food, and hygiene.

Living things and their habitats

Pupils should be taught to:

- > explore and compare the differences between things that are living, dead, and things that have never been alive
- > identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- > identify and name a variety of plants and animals in their habitats, including microhabitats
- > describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Materials

Pupils should be taught 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
- > find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Art	Continuous Skills (applied through each taught skill)			
	To develop ideas: <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.		To take inspiration from the greats (classic and modern): <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces 	
	Kapow Drawing – Tell a story. (The Tiger who came to Tea.	Kapow Sculpture and 3D - Clay houses.	Kapow Craft and Design – Map it out.	Kapow Painting and mixed media – Beside the Seaside.
Music	Pupils should be taught to: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 			
PHSE	Families and Friendships. Safe Relationships	Belonging to a community. Money matters.	Physical/Mental well-being / Growing and Changing.	
	Making friends; feeling lonely and getting help. Recognising things in common and differences; playing and working cooperatively; sharing opinions. Safe Relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.	Belonging to a group; roles and responsibilities; being the same and different in the community. Money Matters What money is; needs and wants; looking after money.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. Growing and Changing Growing older; naming body parts; moving class or year.	
PE	Pupils should be taught to: <ul style="list-style-type: none"> 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 perform dances using simple movement patterns. 			

	Complete P.E Linking - Gymnastics	Complete P.E Hands 1 Ball skills	Complete P.E Dance	Complete P.E Dance	Complete P.E Games	Complete P.E Teambuilding
Computing	<p>Internet Safety (Continuous): Internet Safety (Continuous): The internet in everyday life; online content and information; how rules and age restrictions help us; keeping safe online Non-negotiables: log on without needing to use name card/password prompts, solve logging on problems, use right click on mouse, use start and open internet, open word/powerpoint/excel and understand what it is used for, use images from files and put them into document, save own images from the internet and use them in a document, find folders on public drive without prompts, find and open frequently used programmes</p>					
	<p>Multimedia</p> <p>2 Create a story Organise, store, manipulate and retrieve digital content. Graphics: Save, retrieve and print work. Text: Start to use two hands when typing. Sound recording: Change sounds recorded. Video: Save, retrieve and edit sounds. Arrange clips to create a short film. Add a title and credits. Presentation: 2connect Choose a suitable subject and collect some information. Create a mindmap of this data. Link appropriate bubbles. Present the information to a group.</p>	<p>Programming</p> <p>Bee bots Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Scratch Projects</p>		<p>Internet and Data</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Make decisions about whether statements found on the internet are true or not. Recognise an email address. Find the @ key on the keyboard. Contribute to a class email. Open and select to reply to an email as a class.</p> <p>2simple Sort objects and pictures into lists or simple tables. Make a simple Y/N tree diagram to sort information. Create and search a branching database.</p>		
RE	Christianity			Judiasm		
	Teaching through stories	Hanukah	Easter	Judaism beliefs and practice	Torah and Shabbat	

