



















YEAR 2 – Long Term Plan 2022-2023

	TERM 1		TERM 2		TERM 3			
Driver Project  Land Ahoy!	<i>Memorable experience</i>	Visit a Marina, boat yard, RNLI station or boating lake	 Magnificent Monarchs	<i>Memorable experience</i>	English and British Monarchy timeline	 Street Detectives	<i>Memorable experience</i>	Walk around the local community
	<i>Innovate Challenge</i>	Build a pirate ship		<i>Innovate Challenge</i>	Magnificent Monarchs board game; Designing a bag tag		<i>Innovate Challenge</i>	Improve the local area
	<i>Geography</i>	Using and making maps; Locational knowledge; Directions		<i>Geography</i>	Significant places – Royal residences		<i>Geography</i>	Fieldwork in the local area; Human and physical features; Using and making maps; Aerial images
	<i>A&D</i>	Observational drawing; Printing		<i>A&D</i>	Portraiture; Royal portraits; Sketching; Digital artwork		<i>A&D</i>	Famous local artists; Creating views from the local area
	<i>Computing</i>	Programming; Using presentational software		<i>Computing</i>	Art software; Photography; Photo editing		<i>Computing</i>	Photo stories; Algorithms
	<i>D&T</i>	Mechanisms; Structures		<i>D&T</i>	Everyday fabric products; Significant designer – Cath Kidston; Sewing patterns; Running stitch; Adding embellishments; Designing and making a bag tag		<i>D&T</i>	Baking; Making signs; Designing buildings
	<i>History</i>	Significant historical people – Captain James Cook; Grace Darling; Famous pirates		<i>History</i>	Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models		<i>History</i>	Changes within living memory; Significant people; Places and events in the local area
	<i>Music</i>	<i>Covered in Companion Projects below</i>		<i>Music</i>	<i>Covered in Companion Projects below</i>		<i>Music</i>	<i>Covered in Companion Projects below</i>
	<i>Science</i>	Everyday materials; Working Scientifically		<i>Science</i>	<i>Covered in Companion Projects below</i>		<i>Science</i>	<i>Covered in Companion Projects below</i>
English	 English – lesson content is derived using resources from The Write Stuff, Literacy Shed and Talk 4 Writing							
	DIARY ENTRY DESCRIPTIVE NARRATIVE RECOUNT POETRY		BIOGRAPHY INFORMATION TEXT POETRY COMIC STRIPS		INSTRUCTIONS DESCRIPTIVE NARRATIVE ADVERTS/PERSUASIVE LETTERS			

Maths	 <p>WRM – Autumn</p>	<p>Block 1: Number – Number to 20, Numbers beyond 20; Block 2: Number – Addition and subtraction, Addition methods, Subtraction methods, Problems (addition and subtraction); Block 3: Measurement – Money; Block 4: Number – Multiplication</p>	 <p>WRM - Spring</p>	 <p>WRM - Summer</p>	<p>Block 1: Measurement – Length and height, Problems (measurement); Block 2: Geometry – Position, direction and coordinates; Block 3: Measurement – Time; Block 4: Measurement – Problems (measurement), Weight and mass, Volume and capacity, Temperature</p>	
Science	 <p>Human Survival</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air); Perform simple tests; Use their observations and ideas to suggest answers to questions; Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene; Notice that animals, including humans, have offspring which grow into adults; Gather and record data to help in answering questions; Observe closely, using simple equipment; Identify and classify; Ask simple questions and recognise that they can be answered in different</p>	 <p>Everyday Materials</p> <p>Identifying materials and their properties; Shaping materials; Uses of materials; Linking properties to use; Sustainability and recycling; Working scientifically – Identifying and classifying, Pattern seeking, Comparative tests, Research</p>	 <p>Animal survival</p> <p>Habitats; Invertebrates and invertebrate groups; Microhabitats; Animal needs for survival; Food chains; Human impact on habitats; Animal offspring; Lifecycles – amphibians, birds, invertebrates, mammals and reptiles; Seasonal changes in animals; Habitat improvements; Working scientifically – Identifying and classifying; Observing changes over time; Pattern seeking; Research</p>	 <p>Habitats</p> <p>Perform simple tests; 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; Use their observations and ideas to suggest answers to questions; Gather and record data to help in answering questions; Explore and compare the differences between things that are living, dead, and things that have never been alive; Observe closely, using simple equipment; Identify and classify; Ask simple questions and recognise that they can be answered in different ways; Identify and name a variety of plants and animals in their habitats, including microhabitats; 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.</p>	 <p>Plant Survival</p> <p>Plant parts; Seasonal changes in plants; Investigating germination; Investigating plant growth; Unusual plants; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research</p>	
A&D	 <p>Flower Head</p>	<p>Analysing artwork; Exploring visual elements – colour, shape, form, texture and pattern; Significant artist – Yayoi Kusama; Drawing; Printmaking; 3-D forms</p>	 <p>Portraits and Poses</p>	<p>Portraiture; Royal portraits; Sketching; Digital artwork</p>	 <p>Mix it Up</p> <p>Colour theory; Colour wheel; Primary and secondary colours</p>	 <p>Still Life</p> <p>Still life; Colour study; Compositions</p>

Computing	 Computing – lesson content is derived from Barefoot Computing (Y2 content includes; Staying safe online; Algorithms; Programming and debugging; Using data; Using computers)					
D&T	 Beach Hut	Structures – strengthening and joining	 Cut, Stitch and Join Everyday fabric products; Significant designer – Cath Kidston; Sewing patterns; Running stitch; Adding embellishments; Designing and making a bag tag	 Push and Pull Machines and mechanisms; Sliders, levers and linkages; Designing and making greetings cards with moving parts	 Remarkable Recipes	Sources of food; Kitchen tools; Reading recipes; Hygiene rules; Making a school meal
Geography	<i>Geography covered in driver project</i>		<i>Geography covered in driver project</i>		 Let's Explore the World	Using an atlas; Using a compass; Using map keys; Locating the equator, Northern and Southern Hemispheres and North and South Poles; Hot, temperate and cold places; Comparing England to Somalia; Sustainability; Fieldwork
History	<i>History covered in driver project</i>		<i>History covered in driver project</i>		<i>History covered in driver project</i>	
Music	 Music – lesson content is derived from Charanga (Kent Interactive Music)					
Exploring simple patterns		Focus on Dynamics and Tempo	Exploring Feelings through Music	Inventing a Musical Story	Music that Makes You Dance	Exploring Improvisation
PE	 PE – lesson content derived from Greenacres Resources (Y2 content includes; Tri Golf, Tennis, Tag Rugby, Rounders, Infant Agility, Kwik Cricket, Football, Gymnastics, Dance)					
PSHE	 PSHE – lesson content derived from Jigsaw					
Jigsaw Piece 1 – Being Me		Jigsaw Piece 2 – Celebrating Difference	Jigsaw Piece 3 – Dreams and Goals	Jigsaw Piece 4 – Healthy Me	Jigsaw Piece 5 – Relationships	Jigsaw Piece 6 – Changing Me
RE	 RE – lesson content derived from Kent SACRE Curriculum					
Unit 1.8 How should we care for others and the world, and why does it matter?		Unit 1.2 Who is a Muslim and what do they believe?	Unit 1.6 How and why do we celebrate special and sacred times?	Unit 1.3 Who is Jewish and what do they believe?	Unit 1.4 How can we learn from sacred books?	