

Long Term Planning Year 2 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Hook	What makes Africa amazing?		Are your fingers green?		Do you like to be beside the seaside?	
Literacy	<p>Genres covered: Character descriptions Setting descriptions Narratives (recount and alternative) Poetry Posters (persuasive) Letters Fact files Non-chronological report Recounts</p> <p>Key texts/stories: The Papaya that Spoke, Meerkat Mail Anna Hibiscus</p> <p>SPaG: Phonics: Read Write Inc Punctuation: Capital letters and full stops Question marks Exclamation mark (expression) Apostrophes (contractions) commas for lists Grammar: Conjunctions (subordination and co-ordination) Expanded noun phrases Present and past tense Suffixes (-er, -est + recap on -ing and -ed) Word class Synonyms</p> <p>Reading: Follow Oxford reading scheme for home reading. Fluency and expression Literal. Inference Identification of Fiction and Non-Fiction (features) Characters and emotions</p>		<p>Genres covered: Character descriptions Setting descriptions Alternative narrative Play script</p> <p>Instructions Letters Riddles Poetry</p> <p>Key texts /stories: Jim and the Beanstalk The tale of Peter Rabbit.</p> <p>SPaG: Phonics: Read Write Inc Punctuation: Exclamation marks (exclamation sentence) Commas (list) Apostrophes (contractions/possession) Grammar: Conjunctions (subordination and co-ordination) Sentence types (statement, question, command and exclamation) Present and past tense Suffixes (-ly, -ful, -less, -ness) Word class Synonyms Reading: Follow Oxford reading scheme for home reading. Fluency and expression Inference Authors choice of vocabulary Identifying running themes and emotional response. Articulate findings Develop written responses to</p>		<p>Genres covered: Character dialogue Setting descriptions Alternative narratives Diary entries Posters (informative and persuasive) Letters Instructions</p> <p>Key texts /stories: The Lighthouse Keeper's Lunch. Flotsam Lights on Cotton Rock</p> <p>SPaG: Phonics: Read Write Inc Punctuation: Full stop/Question mark/Exclamation mark Commas (list) Apostrophes (contractions/possession) Grammar: Conjunctions (subordination and co-ordination) Sentence types (statement, question, command and exclamation) Suffixes (-ly, -ful, -less, -ness) Word class Synonyms Reading: Follow Oxford reading scheme for home reading. Fluency and expression Inference Comparing texts (Jack and the Bean Stalk / Jim and the Bean Stalk) Authors choice of vocabulary Deeper level: written</p>	

	Ability to discuss events-chronology and sequencing. Develop written responses to comprehension questions. Poetry - expression, rhyme and innovation.		comprehension questions and use the text as evidence. Dictionary skills Poetry - A Wizard's Spell - Michael Pews- innovation and SPAG (possessive apostrophe)		responses using the text to support ideas. Dictionary and thesaurus skills Poetry- free verse storm poems using audio to create emotional response. Practice performances.	
Numeracy	Numbers to 100 Addition & Subtraction		Money Multiplication & Division		Multiplication & Division Statistics Length & Height Time	
RE	Why is Moses important to Jewish People? How and why do Jewish people celebrate Hanukkah?	How and why is light important of light at Christmas?	Why is the Bible special to Christians?	How is Easter celebrated?	What can we learn from the story of Venerable Bede?	What can we find out about our local faith community?
Science	Working Scientifically: Ask simple questions Perform simple tests Identifying and classifying Gather and record data		Plants: 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. Electricity: Identify common uses of electricity Working Scientifically: Ask simple questions Identifying and classifying Observe closely, using equipment Perform simple tests Suggest answers Gather and record data		Uses of everyday materials: Identify and compare suitability of a variety of materials for particular uses Changing shape of materials by squashing, bending and twisting Working Scientifically: Ask simple questions Identifying and classifying Observe closely, using equipment Perform simple tests Suggest answers Gather and record data	
STEM	3D junk modelling - African animals and habitats		Painting and mixed media: Life in colour		Make a functioning lighthouse	
History	Significant individual who has contributed globally:		Significant local people:		Significant local people:	

	<p>Nelson Mandela - <i>continuity & change</i> Respecting similarities and differences</p>	<p>Beatrix Potter - <i>similarity & difference</i></p>	<p>Grace Darling - <i>similarity & difference</i> William Woodhave/RNLI - <i>continuity and change</i></p> <p>Seaside holidays - <i>similarity & difference</i></p>
<p>Geography</p>	<p>Would you like to live in a hot or cold place? Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.</p> <p>(Places and locations) Physical & human development & change: Contrasting localities Kenya compared to Jarrow Weather and climate in relation to the Equator Life styles (inc. empathy): Masaii Geographical skills: -Mapping skills</p> <p>Use simple 4-point compass directions. Explore Africa on a map and locate specific countries on a map and recreate a flag and identify meaning.</p> <p>Story book (cross curricular): Masaii and I</p>	<p>Why is Our World Wonderful? Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart</p> <p>Physical geographical change: The effects of seasonal changes upon landscape</p> <p>Story book (cross curricular): Glorious Gardens pop-up book. Jim and the Beanstalk. Extraordinary Gardens.</p>	<p>What is it like to live at the coast? Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.</p> <p>(Places and locations)Physical geographical change: Coastal landscapes - human and physical features. Geographical skills: -Mapping skills Use aerial photographs to identify landmarks and basic landmarks and human/physical features.</p>

					Create a simple map with symbols and a key. Use directional language to describe the location of features/routes on a map. Story book (cross curricular): Lighthouse Keeper's Lunch.	
Art	Stephen Njenga Discuss pieces of art and give opinions on likes and dislikes. Drawing: Tell a story Create African flags for the countries linked to class groups.		Van Gogh Painting and mixed media: Life in colour		Natalie Pascoe Adding materials to paint to give different textures- seaside scene Sculpture and 3D: Clay houses	
DT	Structure: Hibiscus's chair - Kapow		Mechanisms: Fairground wheel		Mechanisms: Making a moving monster Design and technology Unit: Food: A balanced diet	
Computing	Basic Skills Log on and off independently from a range of programs. Improve keyboard skills - to continue throughout the year. Computing systems and networks - IT around us	Creating media - Digital photography	Creating media - Making music	Data and information - Pictograms	Programming A - Robot algorithms	Programming B - An introduction to quizzes
PE	REAL PE- Coordination- footwork. Static balance- one leg & seated. Dynamic balance &	Gymnastics	REAL PE- Dynamic & static balance- on a line & stance. Coordination- Ball skills	Football	REAL PE- Team games Coordination- Sending & receiving Agility- Reaction & response	Outdoor & adventurous Athletics

	agility- jumping and landing (Red/blue level)		(Red/blue level)		(Red/blue level)	
Music	African folk songs Djembe drumming Singing with Laura Kapow		Charanga Instruments to accompany singing		Seaside Shanties Musical instrument sea storms	
PSHE	Operation Encompass x 3 lessons Wellbeing	Kidsafe	Families Similarities/d ifferences Caring for one another Rules including British Values	Money Jobs	Health and safety People who can help First Aid	Transitions (life events and transition to KS2)
Global links	Awareness raising- compose and ask thought provoking questions at the zoo surrounding enrichment activities and animal quality of life. Use of Google Earth		Which countries did some of our common non-native wild plants come from? e.g. willow herb speedwell evening primrose giant hogweed - issues with sap burning skin Rhododendron - issues with taking over areas and being very invasive Japanese knotweed etc. Impact of these on native species		Cleanliness of sea and beach - arrange a beach litter pick. First recognised lifeboat RNLI Position of St Paul's Monastery and church and links to other areas - Monkwearmouth, Monkton and Bede's trips to York and The Holy Island of Lindisfarne.	
Career links	Jobs with animals - link to class trip Kirkley Hall Zoo.		Gardening jobs		Jobs with the church The role of RNLI Jobs in the electronic industry	