



Chantry Primary School Long Term Curriculum Planning

Year 2 2021-22

<u>Year 2</u>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<i>All creatures great and small</i>	<i>People who help us</i>	<i>Into the woods</i>	<i>Once upon a time...</i>	<i>Around the world</i>	<i>Our world</i>
Trips/ special days	Exploring minibeasts (link to science)	A visit from the fire service (link to history)	Exploring the local area finding and grouping physical and human features (link to geography)	A character day (link to English)	Trip to a farm and exploring food from around the world (link to science and geography)	A trip to the beach (link to history and English)
Text	The first hippo on the moon.	The Jolly Postman.	The Fox and the Star.	The Gingerbread Man.	A Necklace of Raindrops.	The Lighthouse Keeper's Lunch.
Science	<p>Living things and their habitats.</p> <ul style="list-style-type: none"> . Explore and comparing the differences between things that are living, dead and never lived. . 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 animals and plants and how they depend on each other. . Identify and name a variety of plants and animals in their habitats, including microhabitats. 	<p>Uses of everyday materials.</p> <ul style="list-style-type: none"> . 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. 	<p>Healthy living.</p> <ul style="list-style-type: none"> . Describe the importance for humans of exercise, eating the right amounts of different types of foods, and hygiene. 	<p>Plants.</p> <ul style="list-style-type: none"> . 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. <p>Week 6: Animals including humans (link to the Easter story – new life.)</p> <ul style="list-style-type: none"> . Notice that animals including humans have offspring which grow into adults. 	<p>Animals including humans.</p> <ul style="list-style-type: none"> . Find out about and describe the basic needs of animals including humans for survival. . 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. 	<p>Introduction to forces.</p> <ul style="list-style-type: none"> . To explore the forces, push and pull.

<p>Geography</p>	<p>How does the weather affect our lives?</p> <p>Children will explore and answer these questions:</p> <ul style="list-style-type: none"> . What is the weather in our local area? . Does the weather change regularly? . Why isn't the weather the same everywhere in the world? . How does the weather change through the four seasons of the year? . Why is Antarctica the coldest place on Earth? . Who was Captain Robert Scott and what did he do? 		<p>What is the geography of where I live?</p> <p>Children will explore and answer these questions:</p> <ul style="list-style-type: none"> . What is geography all about? . Where in the United Kingdom do I live? . In which continent do I live? . What can I find in my local area? . What can I find in a city? . What is a human feature in my local area? . What is a physical feature in my local area? . What are compass directions? 		<p>How does Saudi Arabia compare with where I live?</p> <p>Children will explore and answer these questions:</p> <ul style="list-style-type: none"> . In which continent do I live? . In which continent is Saudi Arabia? . How does the location of Saudi Arabia compare with where I live? . How do people's homes in Saudi Arabia compare with mine? . How does the weather in Saudi Arabia compare with the weather where I live? . How does the natural environment around Saudi Arabia compare with the natural environment around where I live? 	
<p>History</p>	<p>The Great Fire of London.</p> <ul style="list-style-type: none"> . To explore an event beyond living memory. . To become aware of a significant individual in the past – Samuel Pepys. . To explore a significant historical event, people and place. 		<p>Florence Nightingale and Edith Cavell.</p> <ul style="list-style-type: none"> . To become aware of significant individuals in the past who have contributed to national and international achievements. . Compare aspects of life in different periods. . To explore significant historical events, people, places 		<p>Grace Darling.</p> <ul style="list-style-type: none"> . To explore an event beyond living memory. . To become aware of a significant individual in the past – Grace Darling. . To explore a significant historical event, people, and places. 	
<p>Art and design</p>	<p>Collage animals inspired by the artist Eric Carle.</p> <ul style="list-style-type: none"> . To explore work of a range of artists, craft makers and designers. . To explore techniques using colour, pattern and texture, line, shape, form, and space. . To use a range of materials. 	<p>Fire drawings and 3D Tudor houses in response to the topic, The Great Fire of London.</p> <ul style="list-style-type: none"> . To explore techniques using colour, pattern and texture, line, shape, form, and space. . To use drawings, paintings, and sculpture. . To share their ideas, experiences, and imagination. . To design and make products. . To use a range of materials. 	<p>Designing a fox, mixing paint and making a 3D model (using clay) of an animal you would find in the woods.</p> <ul style="list-style-type: none"> . To use drawings, paintings, and sculpture. . To share their ideas, experiences, and imagination. . To use a range of materials. 	<p>Arabian patterns. Creating their own pattern.</p> <ul style="list-style-type: none"> . To explore work of a range of artists, craft makers and designers. . To explore techniques using colour, pattern and texture, line, shape, form and space. . To design and make products. 	<p>Plant pop art paintings inspired by Andy Warhol.</p> <ul style="list-style-type: none"> . To explore work of a range of artists, craft makers and designers. . To explore techniques using colour, pattern and texture, line, shape, form and space. 	<p>Water colours inspired by Money.</p> <p>Designing and creating a lighthouse inspired by the text, The Lighthouse Keeper's Lunch.</p> <ul style="list-style-type: none"> . To use drawings, paintings, and sculpture. . To share their ideas, experiences, and imagination. . To design and make products. . To use a range of materials.

Design Technology	To design, make and evaluate a microhabitat for a minibeast.	To design and create a Christmas decoration and Christmas card using levers, sliders, and pop ups. Design, make , evaluate mini cheesecake Santas.	To design, make and evaluate fruit kebabs. They will also discuss the importance of healthy living and eating a balanced meal.	To design, make and evaluate a traditional tale puppet to retell a popular tale.	To design, make and evaluate a moving picture. children will gain an understanding of the mechanisms that make things move.	To design, make and evaluate a healthy wrap or sandwich inspired by the text, The Lighthouse Keeper's Lunch.
Music Sing-Up	Tony Chestnut Focusing on aspects of singing, playing, improvising, composing, and listening. -Recognise and play echoing phrases by ear -Sing with good diction to emphasise wordplay -Perform actions on the beat	Sing the different Nativity songs . Use their voices expressively and creatively by singing songs and speaking chants and rhythms.	Creepy Castle Focusing on aspects of singing, playing, improvising, composing, and listening. -Sing small intervals in a minor key accurately and confidently -Use dynamic contrast and different vocal effects to evoke an atmosphere. -Create a sequence of sounds in response to a given stimulus.	Kye Kye Kule Focusing on aspects of singing, playing, improvising, composing, and listening. -Lead an echo song as part of a small group. -Perform actions while singing. -Play paired echo pieces based on familiar rhythms.	The friendly robot Focusing on aspects of singing, playing, improvising, composing, and listening. -Sing a syncopated melody with rhythmic precision and accompany with tuned percussion. -Choreograph a 'robot dance' and incorporate into a performance. -Compose accompanying 'robot music' using percussion and unconventional sound-makers familiar rhythms.	Grandma Rap Focusing on aspects of singing, playing, improvising, composing, and listening. -Perform a rap rhythmically as a group, incorporating accurate choreographed actions. -Create a characterful performance that includes a two-part round. -Make up new rhyming lyrics and incorporate them into a performance with familiar rhythms.
P.E	Invasion Games Learning to use: space, balance, co-ordination, teamwork, listening skills.	Gymnastics Activity theme: control, tension, fluency, body control, co-ordination.	Dance Activities Activity theme: control, tension, fluency, body control, co-ordination, choreography, timing, imaginations		Athletics Activity theme: skills of throwing, jumping and running	Strike and field games Activity theme: Cricket skills Sports day practice
Computing	Purple Mash Coding	Purple Mash Online safety Spreadsheets	Purple Mash Questioning	Purple Mash Effective searching	Purple Mash Creating Pictures	Purple Mash Making music Presenting Ideas.

<p>RE</p>	<p>Christianity</p> <ul style="list-style-type: none"> . Identify special books and explain why they're important to them. . Look at the Bible and understanding why it is a holy book for Christians. . Look closely at the second part of the Bible and understanding how it relates to the life and teaching of Jesus. Also recognise that it was written after his death. <p><u>Christmas story</u></p> <ul style="list-style-type: none"> . Recall the story (linking to their Christmas production) and identify why certain characters are significant in the story, e.g. the donkey, angel etc. 	<p>Relating to human and religious experiences through a range of stories.</p> <ul style="list-style-type: none"> . Make links between RE and PSHE learning. . Reflect on similarities and differences and the importance of needing to belong. . Identify differences between pride and boastfulness; and suggest ways of managing feelings of jealousy. . Identify what constitutes bullying and behaviour. <p><u>Easter story</u></p> <ul style="list-style-type: none"> . Recall the story and look closely at the different parts, for example Palm Sunday. 	<p>Judaism</p> <ul style="list-style-type: none"> . Reflect on the history of books, thinking about why there is still a place for them today. . Describe what the Torah scroll is and what it looks like. Also discuss how it is kept and handled. . Explain how Moses is believed to have received the Torah. . Make links between the Torah and the Christian bible.
<p>French</p>	<p>Vegetables</p> <ul style="list-style-type: none"> • Name, recognise and recall from memory up to 10 vegetables in French. • Attempt to spell some of these nouns with their plural article/determiner. • Learn and use the high frequency verb <i>je voudrais</i> from the verb <i>vouloir</i>, to want in French 	<p>Fruit</p> <ul style="list-style-type: none"> • Name, recognise and remember up to 10 fruits in French. • Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody in French if they like a particular fruit. • Say what fruits we like and dislike in French 	<p>Ice cream</p> <ul style="list-style-type: none"> • Name, recognise and remember up to 10 ice-cream flavours in French. • Attempt to spell some of these flavours. • Use the structure '<i>je voudrais...</i>' plus an ice-cream flavour. • Say whether we would like a cone or pot and possibly how many scoops. • Learn how to say 'please' and 'thank you' in French.

PSHE	<i>Being me in my world</i>	<i>Celebrating difference</i>	<i>Dreams and goals</i>	<i>Healthy me</i>	<i>Relationships</i>	<i>Changing me / RSE</i>
<p>Topic embedded PSHE</p>	<ul style="list-style-type: none"> • people and living things have needs, that they have responsibilities to meet them (including taking turns, sharing, understand need to return borrowed things) • what improves and harms local, natural and built environments, some 	<ul style="list-style-type: none"> • think about themselves, learn from experiences, recognise and celebrate strengths, set simple but challenging goals • good and not so good feelings, vocab to describe feelings to others and strategies for 	<ul style="list-style-type: none"> • what constitutes a healthy lifestyle including physical activity, rest, healthy eating, dental health • recognise likes and dislikes, how to make real, informed 	<ul style="list-style-type: none"> • money comes from different sources, can be used for different purposes, including concepts of spending and saving • about role money plays in their lives eg 	<ul style="list-style-type: none"> • think about themselves, learn from experiences, recognise and celebrate strengths and set simple but challenging goals 	<ul style="list-style-type: none"> • change and loss and associated feelings (including moving home, losing toys, pets or friends) • recognise what is fair and unfair, kind and unkind, right and wrong • people and living things

	<p>of the ways people look after them</p> <ul style="list-style-type: none"> • identify and respect differences and similarities between people 	<p>managing feelings growing and changing, new opportunities and responsibilities independence brings</p> <ul style="list-style-type: none"> • recognise they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' • how to contribute to the life of the classroom • help construct, agree to follow, group and class rules and understand how these rules help us • people and living things have needs and they have responsibilities to meet them • they belong to various groups and communities eg family, school • what improves and harms local, natural and built environments, about some ways people look after them • money comes from different sources and can be used 	<p>choices that improve physical and emotional health, recognise choices have good and not so good consequences</p> <ul style="list-style-type: none"> • people and living things have needs and they have responsibilities to meet them • what improves and harms local, natural and built environments, about some ways people look after them 	<p>how to manage money, keep it safe, choices about spending and what influences those choices</p> <ul style="list-style-type: none"> • <i>(in context perhaps of different countries' people's level of wealth).</i> • they belong to various groups and communities • identify and respect differences and similarities between people • identify special people (family, friends, carers), what makes them special and how they should care for one another 		<p>have needs, they have responsibilities to meet them</p> <p>SRE –</p> <ul style="list-style-type: none"> • difference between secrets / surprises, the importance of not keeping adults' secrets, only surprises • identify special people, what makes them special and how we should care for one another • judge what kind of physical contact is acceptable, comfortable, unacceptable/uncomfortable, how to respond (including who to tell and how to tell them) • that bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • names for main parts of the body (including genitalia) similarities / differences between boys and girls
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		<p>for different purposes, concepts of spending and saving</p> <ul style="list-style-type: none"> the role money plays including how to manage money, keep it safe, choices about spending, what influences those choices 				
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PSHE Running throughout via The Empowerment Approach

- **NEUROPLASTICITY. GOALS:** For children to understand the building of the brain and neuroplasticity
- **OUR THREE BRAINS.** For children to understand that we have different parts of the brain that look after our body, our feelings and areas that help us to think and learn at our best.
- **OUR NEEDS.** For children to understand that to be at our best and to learn at our best, our body brain and feelings brain have to feel good. To know that we have three different types of needs (linked to Our Three Brains) To know that for each part of the brain we have a range of different needs. To begin to be able to name what these needs are.
- **STRESS RESPONSE.** For children to understand that when are needs are not met, they become stressors and we can experience a stress response. To know the different types of stress response. For children to know that we need strong neural circuits in our learning brain so that we have the 'Control Centre' skills to manage this stressor.
- **HELPING PEOPLE IN A STRESS RESPONSE.** For children to know how we can best help people who are experiencing a stress response.