



Broadbent Fold Primary School and Nursery
Long Term Planning - Year 2
Teacher: Miss Mainprize

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Question	Is there anybody out there?	Why was London burning?	Where will our adventure take us?	Where would we be without the bee?	Who's afraid of the Big Bad Wolf?	How can we save our oceans?
Hooks: Trips/Visitors	- Space Week - Forest School - Planetarium show	- Fire Service visit - Nativity performance	- Pirate day - dress up and themed day - Orienteering treasure hunt	- Honey tasting - Baking honey cakes - Planting seeds - Visit from a beekeeper	- Nature walk at Gorse Hall - Litter picking in our local environment	- Create a puppet using sewing - Perform a puppet show - Visit Blue Planet Aquarium
Careers	astronaut, spacesuit designer, spacecraft builder, robot programmer, astronomer, yoga instructor, gymnast, gymnastics coach	firefighter, fire inspector, fire control operator, builder, product designer, photographer, dancer, dance teacher	ship captain, deep-sea diver, historian, museum curator, stunt performer, costume designer, cartographer, choreographer	bee keeper, conservationist, eco-farmer, entomologist, honey maker, nature photographer, gardener, florist, potter	author, illustrator, nutritionist, DJ, singer, composer, sound engineer, chef, circus performer, referee	marine biologist, lifeguard, coastguard, marine conservation officer, environmental campaigner, recycling centre manager, puppeteer, puppet maker, set designer, script writer, director, physiotherapist
Text(s)	Beegu by Alexis Deacon (fiction) Jasper - Space Dog by Hilary Robinson (fiction)	Samuel Peyps Diary (non-fiction) Toby and the Great Fire of London by Margaret Nash (fiction) The Baker's Boy and the Great Fire of London by Tom and Tony Bradman (fiction)	The Pirates Next Door by Jonny Duddle (fiction)	The Bee Book by Charlotte Milner (non-fiction) Bee-&-Me by Alison Jay (Fiction) The Beeman by Laurie Krebs (fiction/non-fiction)	The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward (fiction) Traditional Tales (fiction)	Somebody Swallowed Stanley by Sarah Roberts (fiction) Somebody Crunched Colin by Sarah Roberts (fiction) The Storm Whale by Benji Davies (fiction)



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		Playscript-Nativity				
Genre Focus	Narrative Stories about space Letters Reply to Charlie and Jasper's space letter Poetry Acrostic poem about space	Diary Diary entry from the perspective of the baker boy Instructions Instructions for how to make a model fire engine Playscripts Performing our Nativity	Narrative Pirate adventure stories Poetry Onomatopoeia poem about pirates Persuasive text Job application to be a pirate	Non-chronological report Non-chronological report about bees Narrative Stories about a bee based on a picture book	Narrative Re-telling of a fairy tale with a twist	Information text Information leaflet about plastic pollution Poetry Shape poem about creatures under the sea
Wider writing curriculum opportunities	Fact file about Mae Jemison	Adverts about modern fire engines	Diary entry from Pirate school	Instructions about how to make honey cakes	Non-chronological report about how to be healthy	Letter about plastic pollution / recycling
Oracy	- Use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea - Use newly learnt vocabulary in an appropriate way	- Make connections between what has been said and their own and others' experiences - Encourage everyone to contribute	- Speak clearly and confidently in a range of contexts - Ask questions to find out more about a subject	- Adapt how they speak in different situations according to audience - Develop an awareness of audience, e.g. what might interest a certain group	- Build on others' ideas in discussions - Speak clearly and confidently in a range of contexts	- Use sentence stems to signal when they are building on or challenging others' ideas - Confident delivery of short pre-prepared material
Maths	Number: Place value Number: Addition and subtraction Geometry: Properties of shape		Measurement: Money Number: Multiplication and division Measurement: Length and height Measurement: Mass, capacity and temperature		Statistics Number: Fractions Geometry: Position and direction Measurement: Time	



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Significant People	<u>Science Focus:</u> Neil Armstrong, Buzz Aldrin and Tim Peake <u>Black History Week:</u> Mae Jemison	<u>History Focus:</u> Samuel Pepys, Mary Seacole and Florence Nightingale	<u>History Focus:</u> Blackbeard and Anne Bonny	<u>Science Focus:</u> Agnes Arber (British plant morphologist)	<u>Geography Focus:</u> Ernest Shackleton (Antartic explorer)	<u>Science/Geography Focus:</u> David Attenborough
British Values	We will ensure all pupils have a voice that is listened to, and demonstrate how democracy works. We will vote for our Pupil Leaders, Eco warriors and Sports Council and Worry Wizard Champion.		Children are taught the rule of the law; that it is important to have rules, to ensure fairness and safety for everyone This is evident in the school's Ready, Respectful and Safe statement. They are encouraged to establishing and setting their own class rules in the form of positive expectations.	Every child is valued as an individual, and we aim to allow their unique personalities to shine through. Children are encouraged to be reflective, and to learn to take responsibility for themselves. This individual liberty includes reflecting on their own work.	Children should learn to become strong, tolerant and respectful members of our society. They are encouraged to explore these ideas through PSHE and RE. They are encouraged to show mutual respect by celebrating and considering the needs of others, and to develop their knowledge and understanding. To show tolerance of those of different faiths and beliefs, children and staff are encouraged to discuss their own faith and cultural traditions, whilst exploring the faiths and beliefs of others.	



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Science	Everyday Materials -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.	Animals including humans -Notice that animals, including humans, have offspring which grow into adults. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	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.	Animals including humans - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Living things and their habitats -Compare things that are living, dead, and things that have never been alive. -Identify 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.
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History	- Know about an event or events that happened long ago, even before their grandparents were born (Moon landings) - Know about a famous person from outside the UK and explain why they are famous (Neil Armstrong and Buzz Aldrin)	- Know about an event or events that happened long ago, even before their grandparents were born (The Great Fire of London) - Know what we use today instead of a number of older given artefacts. - Know about a famous person from outside the UK and explain why they are famous (Mary Seacole and Florence Nightingale)				- Know that children's lives today are different to those of children a long time ago. - Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) - Know how the local area (seaside) is different to the way it used to be a long time ago. - Know what we use today instead of a number of older given artefacts.
Geography			- Know the names of and locate the seven continents of the world - Know the names of and locate the five oceans of the world - Know and use the terminologies: left and right; below, next to	- Know the main differences between a place in England (London) and that of a small place in a non-European country (Kenya) - Explain some of the advantages and disadvantages of living in a city or village (London, Kenya)	-Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach	



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Computing / Esafety	<u>Computing Systems and Networks - IT Around Us</u> - Know where to go for help if concerned. - Know how technology is used in school and outside of school	<u>Creating Media - Digital Photography</u> - Organise, retrieve and manipulate digital content - Know how technology is used in school and outside of school	<u>Data and Information - Pictograms</u> - Understand that programs require precise instructions - Organise, retrieve and manipulate digital content	<u>Programming A - Robot Algorithms</u> - Understand that programs require precise instructions - Understand that algorithms are used on digital devices - Write a simple program and test it - Predict what the outcome of a simple program will be (logical reasoning)	<u>Creating Media - Digital Music</u> - Organise, retrieve and manipulate digital content - Know how technology is used in school and outside of school	<u>Programming B - Programming Quizzes</u> - Understand that programs require precise instructions - Understand that algorithms are used on digital devices - Write a simple program and test it - Predict what the outcome of a simple program will be (logical reasoning)
P.S.H.E and SRE	<u>Relationships</u> -Making friends, feeling lonely and getting help -Managing secrets, resisting pressure and getting help; recognising hurtful behaviour -Recognising things in common and differences playing and working co-cooperatively; sharing opinions.		<u>Living in the Wider World.</u> -Belonging to a group, roles and responsibilities being the same and different in the community -The internet in everyday life; online content and information -What money is: needs and wants looking after money.		<u>Health and Wellbeing</u> - Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help - Growing older; naming body parts; moving class or year. - Safety in different environments; risk and safety at home; emergencies.	
Music	<u>Sing Up Unit:</u> - Tony Chestnut	Nativity Songs	<u>Sing Up Unit:</u> - Grandma Rap	<u>Sing Up Units:</u> - Orawa - Trains	<u>Sing Up Unit:</u> - Sing-a-long with Shostakovich - Charlie Chaplin	<u>Sing Up Unit:</u> - Tanczymy Labada
Art	Space artwork using pastels (Andy Warhol - Moonwalk) - Know how to use charcaol, pencil and	Fire of London artwork - Know how to use different effects within an IT paint package.	Pirate Portraits - Choose and use three different grades of pencil when drawing.	Clay pots - Know how to make a clay pot and know how to join two clay finger pots together.	Outdoor pictures using natural materials (Andy Goldsworthy) - Know how to create a piece of art in response	Seaside Landscape Paintings (J.M.W Turner) - Know how to use viewfinder to focus on a



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	pastel to create art. - Suggest how artists have used colour, pattern and shape - Know how to create a piece of art in response to the work of another artist	Leaf/nature printing - Know how to create a printed piece of art by pressing, rolling, rubbing and stamping.			to the work of another artist. - Suggest how artists have used colour, pattern and shape - Know how to create a piece of art in response to the work of another artist	specific part of an artefact before drawing it. - Know how to mix paint to create all the secondary colours - Know how to create brown with paint - Know how to create tints with paint by adding white and know how to create tones by adding black - Suggest how artists have used colour, pattern and shape
Design and Technology		Fire engines - Make a model stronger and more stable - Use wheels and axles, when appropriate to do so - Think of an idea and plan what to do next - Choose tools and materials and explain why they have chosen them - Join materials and components in different	Pirate Boat – Does it float or sink? - Choose tools and materials and explain why they have chosen them - Join materials and components in different ways - Measure materials to use in a model or structure - Make a model stronger and more	Honey cakes - Weigh ingredients to use in a recipe - Describe the ingredients used when making a dish or cake	Healthy Wraps - Describe the ingredients used when making a dish or cake	Puppets - Think of an idea and plan what to do next - Explain why they have chosen specific textiles - Choose tools and materials and explain why they have chosen them - Join materials and components in different ways - Measure materials to use in a model or



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		ways - Measure materials to use in a model or structure - Explain what went well with their work	stable - Think of an idea and plan what to do next - Explain what went well with their work			structure - Explain what went well with their work
P.E.	Yoga - Plan and perform a sequence of movements - Improve sequence based on feedback - Think of more than one way to create a sequence which follows some 'rules' - Make a sequence by linking sections together Gymnastics (Spinning, turning and twisting) - Plan and perform a sequence of movements - Improve sequence based on feedback - Think of more than	Fundamental Movement Skills 3 - Use rolling in a game - Decide the best space to be in during a game - Use a tactic in a game - Follow rules Dance (Fire of London) - Change rhythm, speed, level and direction in dance - Make a sequence by linking sections together - Use dance to show a mood or feeling	Net and Wall Game Skills 2 - Use hitting, kicking and/or rolling in a game - Decide the best space to be in during a game - Use a tactic in a game - Follow rules Dance (Pirates) - Change rhythm, speed, level and direction in dance - Make a sequence by linking sections together - Use dance to show a mood or feeling	Gymnastics (Stretching, curling and arching) - Plan and perform a sequence of movements - Improve sequence based on feedback - Think of more than one way to create a sequence which follows some 'rules' Target Games 3 - Use hitting, kicking and/or rolling in a game - Decide the best space to be in during a game - Use a tactic in a game - Follow rules	Invasion Game Skills 2 - Use hitting, kicking and/or rolling in a game - Decide the best space to be in during a game - Use a tactic in a game - Follow rules Gymnastics (Pathways straight, zigzag and curving) - Plan and perform a sequence of movements - Improve sequence based on feedback - Think of more than one way to create a sequence	Striking and Fielding Game Skills 2 - Use hitting and/or rolling in a game - Decide the best space to be in during a game - Use a tactic in a game - Follow rules Athletics 2 - Follow rules



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	one way to create a sequence which follows some 'rules'				which follows some 'rules'	
R.E.	<u>Expressing strand:</u> How and why do we celebrate special and sacred times?	<u>Believing strand:</u> Who is a Muslim and what do they believe?			<u>Living strand:</u> How should we care for others and the world, and why does it matter?	