The Year 2 Whitley Curriculum – Long Term Plan 2021/22

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | **Why do we remember Grace Darling?** | **The Polar Express** | **Happily Ever After** | **Rumble in the Jungle** | **Fire! Fire!** | **Life on the Ocean Waves** |
| Core Books | The Tear Thief by Carol Ann Duffy  The Day the Crayons Quit by Oliver Jeffers  Fantastic Mr Fox by Roald Dahl | Frog and Toad Together by Arnold Lobel  The Hodgeheg by Dick King-Smith | Flat Stanley by Jeff Brown  Traction Man is Here by Mini Grey  Who’s Afraid of the Big Bad Book? By Lauren Child- | Gorilla by Anthony Browne  Meerkat Mail by Emily Gravett | The Dragon Machine by Helen Ward | Dr Xargle’s Book of Earthlets by Tony Ross |
| Science | **Animals and their habitats**  **Seaside habitats**  Classifying animals above and below the sea  Living, once alive, never been alive, living and non-living.  Venn diagrams  **Plants**  Allotment – composting and harvesting | **Animals and their habitats**  Habitat conditions  Adaptations of Arctic animals  **Materials and their properties**  Insulators  Using a thermometer  Recording results in a simple table | **Plants**  Parts of a plant  Best conditions for growing Jack’s beans  Investigating fruits  Cycle of ‘seed to table’ | **Habitats**  Classifying African animals  Comparing with animals in cold places.  Offspring – animals and their babies | **Materials and their properties**  Making strong structures  Designing a Tudor House  Fair testing  **Micro-habitats**  Making creatures from natural materials  Creating a habitat  Making bug hotel | **Fair testing**  Making paper boats ‘Who can steal the most booty?’  Making predictions  Recording data  Making conclusions |
| Computing | **We are photographers.**  Taking, selecting and editing digital images.  E-safety | **We are researchers.**  Researching a topic.  Presenting information.  E-Safety | **We are programmers**  Control technology.  Using a floor and screen turtle.  Position, movement and turning. | **We are Zoologists**.  Using online encyclopaedias.  Inputting data. | **We are game testers.** Exploring how computer games work.  Predict what instructions are included in the algorithm.  Make predictions as to what might happen in a game. | **We are technologists**  Copy, pasting and manipulating images  Branching data base |
| RE | **God: What do Christians believe God is like?** | **Incarnation: Why does Christmas matter to Christians?** | **Gospel: What is the good news Jesus brings?** | **Salvation: Why does Easter matter to Christians** | **Judaism** | **Judaism** |
| History | **Significant people and events**  Grace Darling | **Famous People**  Robert Falcon Scott, George Stephenson and William Smith |  |  | **Significant people and events**  Samuel Pepys  The Great Fire of London | **Famous People**  Infamous pirates - Blackbeard Anne Bonne  Famous explorers – Christopher Columbus |
| Geography | **Physical features**  Identifying, naming and labelling the seashore | **Physical features**  Identifying, naming and labelling the polar regions  Google Earth and atlases  **Weather conditions** Comparison to the UK | **Physical Features**  Identifying and labelling e.g. soil, vegetation  Geographical Skills and Fieldwork  Simple fieldwork and observational skills to study the school grounds | **Physical Features**  Locational Knowledge  Finding Africa’s position on the globe  Labelling the seven continents of the world  Comparing weather patterns and physical geographical features of Africa. |  | **Locational Knowledge**  Creating treasure maps including a key using basic symbols  Compass points  Plotting a simple route |
| Art & Design | **Drawing**  Understand the basic use of a sketchbook and work out ideas for drawings.  Experiment with the visual elements; line, shape, pattern and colour. | **Drawing**  Understand the basic use of a sketchbook and work out ideas for drawings.  Experiment with the visual elements; line, shape, pattern and colour.  Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. | **Drawing: Plants and fruit**  Draw for a sustained period from the figure and real objects, including single and grouped objects. | **Drawing: Animal patterns**  Understand the basic use of a sketchbook and work out ideas for drawings.  Experiment with the visual elements; line, shape, pattern and colour. Design patterns of increasing complexity and repetition.  **3D Art: Clay African animal** Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.Understand the safety and basic care of materials and tools. | **Drawing: Great Fire London silhouette pictures**  Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.  Experiment with the visual elements; line, shape, pattern and colour. |  |
| Design,Technology | **Lighthouses**  To demonstrate a range of joining techniques. | **Train Model**  To demonstrate a range of joining techniques.  **Food Technology**  **Polar Express Biscuits**  To measure or weigh using measuring cups or electronic scales. | **Slider Picture**  To demonstrate a range of joining techniques.  Textiles:  **Batik: Place mat for Little Red’s Grandma**  Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. To colour and decorate textiles using a number of techniques **Food Technology: Sandwiches for Little Red Riding Hood’s Grandma** To cut, peel or grate ingredients safely and hygienically. To know the origins of the ingredients. |  |  |  |
| PSHE, RSE | **Me and My Relationships**   * Bullying and teasing * Our school rules about bullying * Being a good friend   Feelings/self-regulation | **Valuing Differences**   * Being kind and helping others * Celebrating difference * People who help us   Listening Skills | **Keeping Myself Safe**   * Safe and unsafe secrets * Appropriate touch * Medicine safety | **Rights and Responsibilities**   * Cooperation * Self-regulation * Online safety   Looking after money – saving and spending | **Being my Best**   * Growth Mindset * Looking after my body * Hygiene and health   Exercise and sleep | **Growing and Changing**   * Life cycles * Dealing with loss * Being supportive * Growing and changing   Privacy |
| PE | **Rugby**  **Real PE Personal**  Focus on coordination of footwork and one leg static balance. | **Multiskills**  **Real PE Social**  Focus on dynamic balance to agility. Jumping and landing.  Static seated balance. | **Real PE Unit 3 Cognitive**  Focus on dynamic and static balance on a line.  Static stance balance | **NUFC Invasion Games**  **Real PE: Unit 4 Creative**  Focus on co-ordination and ball skills.  Counter balance with a partner. | **Real PE Physical**  Focus on sending and receiving co-ordination.  Agility – reaction and response. | **Striking and Fielding**  **Real PE Health and Fitness**  Focus on ball chasing agility.  Static balance floor work. |
| Music, MFL | **Rhythm and Pulse**  Active Music | **Pitch**  Active Music | **Singing Games**  Active Music | **Instrumental**  Active Music |  |  |
| Curriculum Enrichment | **RE:** Jonah and the Whale  Visit to church – stained glass windows.  **PE**: After school club Rugby | **English:** Polar Express Day | **RE**: Paschal Candle | **Science:** School trip Kirkley Hall Zoological Gardens | **Tempus Fugit** Samuel Pepys | **Topic celebration**: Pirate Day  **RE:** Visit to the Synagogue |