**St John’s C of E Year 2 Long Term Planning**

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| **Area of Learning** | **Theme 1: History Heroes** | **Theme 2: One day on our blue planet…** | **Theme 3: Sparks and flames** | **Theme 4: Sun, sea and sand** |
| **English** | **Reading:**(phonics/word reading/comprehension) Read Write Inc. scheme, read and spell common exception words, recognise simple recurring literary language in poems and stories **Focus Text:** ‘Zerraffa Giraffa’ **Writing:** (Composition/Vocabulary, Grammar and Punctuation):RecountsNarrative: based on focus textsInstructions: How to make a fruit kebabLists: what did Florence Nightingale do to improve hospitals?Letter writing: First person accounts**Speaking and listening:**Plan writing through rehearsing sentences verbally, drama, talk partners, hot seating, listen carefully and respond appropriately. | **Reading:**(Phonics/Word reading/Comprehension) Read Write Inc. scheme, use commas, question marks and exclamation marks to vary expression and read ahead to help with fluency and expression. **Focus Text:** ‘One Day on Our Blue Planet’ **Writing:** (Composition/Vocabulary, Grammar and Punctuation):narrative: based on focus textsPoetry: explore rhyme, rhythm and alliteration.Non-fiction: comment on how the books are structured in different wayswrite under headings:North/South Poles.**Speaking and listening:** Perform a simple poem from memory and hold the attention of listeners by adapting the way they talk. | **Reading:**(Phonics/Word reading/Comprehension)Read Write Inc. scheme, read aloud with expression and intonation and use the contents and index to locate information. **Focus Text**: ‘Toby and the Great Fire of London’**Writing:** (Composition/Vocabulary, Grammar and Punctuation):Non-Fiction: finding information on the Great Fire of London and Samuel Pepys Non-chronological reports: write own non- fiction account on the Great Fire.Poetry: non rhyming related to the topic theme.**Speaking and listening:** Talk about topics that are of interest to them or which they enjoy and use standard English. | **Reading:**(Phonics/Word reading/Comprehension)Read Write Inc. scheme, make inferences and predictions based on what is being said and done and recount the main themes. **Focus Texts:** ‘A Caribbean Dozen’ ‘Katie and the sunflowers’**Writing:** (Composition/Vocabulary, Grammar and Punctuation):Poetry: Fantasy Island using detail and alliteration.Narrative: Extended stories about the seaside and traditional stories from the Caribbean. Diary- plant growing**Speaking and listening:** Retell a familiar story using narrative language and begin to explain their ideas. |
| **Mathematics**  | * Number: place value
* Number: addition and subtraction
* Properties of numbers including odd and even numbers
* To explain decisions, methods and results ‘Prove it’ ‘I know that…’
 | * To use different coins to make the same amount.
* To recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems.
* Statistics: To use tally charts, pictograms and block diagrams.
 | * Geometry: property of shapes-name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, face and lines of symmetry.
* Number: fractions-identify 1/3, ¼, ½, 2/4, and ¾ of numbers and shapes.
* Measurement: length and height
 | * To present solutions to puzzles and problems in an organised way.
* To explain decisions, methods and results ‘Prove it’ ‘I know that…’
* To solve problems involving the 4 operations in the contexts of numbers or measures.
* To understand position and direction
* Measurement: time, mass, capacity and temperature.
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| **RE** | **Christianity**Thankfulness**Judaism**Why are they having a Jewish party? | **Christianity**Who is the Saint of our school?**Christianity**Where is the Light of Christmas? | **Sikhism**What does it mean to be a Sikh?**Christianity**How do Easter symbols help us to understand the meaning of Easter? | **Christianity**Why is it good to listen to and remember stories that Jesus told? Why did Jesus teach The Lord’s Prayer as a way to pray? |
| **Science**  | **Animals, including humans:** Animals, including humans, have offspring, which grow into adults. Basic needs for survival.The importance of hygiene, healthy foods and exercise to stay fit. | **Living things and their habitats:**Compare and contrast animals and plants living in different environments and simple food chains. | **Uses of everyday materials:**Looking at wood, metal, plastic, glass, brick and paper for particular uses. Finding out how the shapes of solid objects can be changed. | **Plants:** To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. |
| **Computing**  | Explore & Experiment with 2simple and Paint | Kodable (IPad minis) | Communications &Networks: ‘Keeping safeonline’Digi Duck’s big decision | Furbles 1 Yes/no gamehandling data Let’s Blog |
| **French** | **Greetings**Salut ca va? Quel age as-tu?**Numbers** 1-30 | **Animals**As-tu un animal? | **Birthday, days of the week, months of the year**Quelle est la date de ton anniversaire?Les jours de la semaine**Colours** | **Family** Ma FamilleAs tu des freres ou des soeurs?**Classroom objects** Les objets dans la classe |
| **History**  | **The lives of significant individuals in the past**Mary Seacole, Florence Nightingale and Edith CavellWhat was it like living in Victorian Times? How have hospitals / clothing / travel changed? Identify differences between ways of life. | **Significant historical events, people and places in their own locality:** Kingston local study | **Events beyond living memory**Life during the Great Fire of London; how have homes changed. Look at different ways of lighting homes through the ages-candles, lanterns, torches, gas and electric lights etc. What materials were used to make houses in the past? | **Changes within living memory:**Look at changes in seaside holidays. Using seaside timelines from the 1900’s, 1950’s and 2000+. |
| **Geography** | **Locational knowledge:**United Kingdom, the Crimea, Italy**Geographical skills and fieldwork**Using maps, atlases and globes | **Locational knowledge:**world’s seven continents and five oceans**Human and physical geography**North and South Polesweather patterns | **Locational knowledge:**London focus**Geographical skills and fieldwork**Aerial photos, devising simple maps with symbols | **Locational knowledge:**UK seaside resorts and the Caribbean.**Place knowledge:** Compare climate, way of life, travel, food, homes and wildlife between Brighton and St. Lucia. |
| **Art**  | * ‘We are artists’-portraits exploring the work of Arciboldo.
 | * Andy Goldsworthy-natural sculptures
 | * Fire artwork inspired by the Great Fire of London
 | * Van Gogh- Sunflowers
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| **Design& Technology** | **Cooking and nutrition:**Fruit kebabs | **Design,make,evaluate,technical** ‘Seven wonders of the world’**Design, make, evaluate, technical:** making a puppet (textiles) | **Design,make,evaluate,technical:**1666 house**Cooking and nutrition:**1666 bread | **Design,make,evaluate,technical:** bathing machines (construction)**Cooking and nutrition:** Caribbean feast |
| **Music** | Music from South Africa | Exploring pulse and rhythm | Exploring timbre, tempo and dynamics-using voice and instruments to describe heat and light. | Exploring seaside sounds, Caribbean music and songs. Find out about the invention of the steel pan. |
| **well-being** **PE**  | **New Beginnings**Design new class rules; know how to feel safe and content; understand people’s feelings; know ways to calm down.Poster to keep healthy ‘I am special’Inside dance-‘Late to the huddle’Outside-‘Send and return’ | **Going for Gold**Personal targets for improvementGames and ball skills/ African animal yoga | **Getting on and Falling out**Anti-bullying, how to be a good friendTeam sports | **Changes**Getting ready for Year 3 and KS2.County Dancing Athletics |
| **Healthy Schools****Eco Schools****Rights Respecting School****Trips** | Daily mileFruit kebabsArticle 15 (freedom of association) | Daily mileArticle 3-‘The best interests of the child’  | Daily milemaking breadArticle 15-‘Freedom of association’Museum of London | Daily milegrowing sunflowersArticle 28-‘Goals of education’St. Lucia journey |