**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):  Recounts  Narrative: based on focus texts  Instructions: How to make a fruit kebab  Lists: 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 texts  Poetry: explore rhyme, rhythm and alliteration.  Non-fiction: comment on how the books are structured in different ways  write 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. |
| **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 safe  online’  Digi Duck’s big decision | Furbles 1  Yes/no game  handling 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 Famille  As 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 Cavell  What 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 Poles  weather 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 |
| **Design& Technology** | **Cooking and nutrition:**  Fruit kebabs | **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 improvement  ‘Attack defend shoot’  ‘send and return’  (PE hub scheme) | **Getting on and Falling out**  Anti-bullying, how to be a good friend  Team sports | **Changes**  Getting ready for Year 3 and KS2.  County Dancing  Athletics |
| **Healthy Schools**  **Eco Schools**  **Rights Respecting School**  **Trips** | Daily mile  Fruit kebabs  Article 15 (freedom of association) | Daily mile  Article 3-‘The best interests of the child’ | Daily mile  making bread  Article 15-‘Freedom of association’  Museum of London | Daily mile  growing sunflowers  Article 28-‘Goals of education’  St. Lucia journey |