HAYES MEADOW PRIMARY SCHOOL

YEAR TWO – LONG TERM PLAN 26/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Tuesday Little Red Riding Hood Little Red Grandpa's Great Inventions Story of Inventions Rosie Revere		I am Rosa Parks Lila and the secret of rain Lion King		Katie Morag Stories Oliver! Lighthouse Keeper Stories	
Visual texts	Once in a lifetime (link to Tuesday) – LS		Zahra – Africa – LS The Clock Tower (link to Tin forest) – LS Lion king		Victorian diaries – LS Oliver	
Suggested Visits/ Visitors	Local Area walks Visitors – local residents		Animal visitor to school Visit to the wild area Visit to the local church linked to RE Visit from Rosa Parks – drama hut		Black Country Museum Shugborough Hall The Brampton museum Seaside visit	
History	Local History – what was Handsacre like 100 years ago? Know how the local area is different to the way it used to be a long time ago. Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys etc) Know what we use today instead of a number of older given artefacts. Know that children's lives today are different to those of children long ago. Choose and select evidence and say how it can be used to find out about the past.		How have people like Rosa Parks helped to make the world a better place? Know about a famous person from outside the UK and explain why they are famous. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.		What do we know about the Victorians and the way they lived? Describe memories and changes that have happened in their own lives. Know about an event or events that happened long ago, even before their grandparents were born. Know what we use today instead of a number of older given artefacts. Know that children's lives today are different to those of children long ago. Choose and select evidence and say how it can be used to find out about the past. Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys etc)	
Geography	Local geography – How different are the environments close to our school? Know and use the terminologies: left and right, below, next to.		Where would you prefer to live, England or Kenya? Know the names of and locate the seven continents of the world.		Why do we like to be beside the seaside? Know about the features in their local environment Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons	

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<tr><td></td><td colspan="2">Devise a simple map and use and construct basic symbols in a key.
Know the name of the nearest town or city and locate it on a map of the UK.
Locate a number of cities on a map of the UK.
Make a model using road strips and toy buildings that show features in an area.</td><td colspan="2">Know the names of and locate the five oceans of the world.
Know the main differences between a place in England and that of a small place in a non-European country.
Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.
Explain some of the advantages and disadvantages of living in a city or village.</td><td colspan="2">Locate the nearest town or city on a map of the UK
Locate a number of cities on a map of the UK
Make a model, using road strips and toy buildings that shows features in an area
Study aerial photographs and use locational and directional language when doing so
Use Google Earth to find features in their locality</td></tr>
<tr><td>Science</td><td>Materials
Know how materials can be changed by squashing, bending, twisting and stretching.
Know why a material might or might not be used for a specific job.</td><td>Animals including humans
Know the basic stages in a life cycle for animals Including humans)
Know why a balanced diet and good hygiene are important for humans.</td><td colspan="2">Living things and their habitats
Classify things by living, dead or never lived.
Know how a basic habitat provides for the basic needs of things living there (plants and animals)
Match living things to their habitat.
Name some different sources of food for animals.
Know about and explain a simple food chain.</td><td colspan="2">Plants
Know and explain how seeds and bulbs grow into plants.
Know what plants need in order to grow and stay healthy (water, light and suitable temperature)</td></tr>
<tr><td></td><td colspan="5"><table><tr><td colspan="4">Working scientifically – scientific attitudes, planning, observing and measuring, analysis.</td></tr><tr><td>Scientific attitudes</td><td>Planning</td><td>Observing and measuring</td><td>Analysis</td></tr><tr><td>Encourage to be curious and ask questions about what they notice
Begin to be curious and ask questions about what they notice
Read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1</td><td>Ask simple questions and recognise that they can be answered in different ways</td><td>Observe closely, using simple equipment safely
Perform simple tests
Gather and record data to help in answering questions
Identify and classify findings</td><td>Use their observations and ideas to suggest answers to questions</td></tr></table></td></tr>
<tr><td>Art</td><td>Sculpture – create a piece of pottery in the style of Clarice Cliff</td><td></td><td>Painting – create a Kenyan landscape in the style of Martin Buliyana using pointillism.</td><td></td><td>Drawing – observational drawing of plants in the style of Beatrix Potter.</td><td></td></tr>
<tr><td>DT</td><td></td><td>Food Technology – make a healthy smoothie.</td><td></td><td>Textiles and Structure – make a Kenyan style home with an element of Kenyan pattern.</td><td></td><td>Mechanisms – Make a model of a Victorian fairground ride or lighthouse with a pulley for lighthouse keeper’s lunch.</td></tr>
<tr><td></td><td colspan="5"><table><tr><td>Designing</td><td>Making</td><td>Evaluating</td><td>Technical knowledge</td></tr><tr><td>Understanding the purpose of their product.</td><td>Choose tools and materials and explain why they have chosen them.</td><td>Explain what went well with their own work.</td><td>Make a model stronger and more stable.</td></tr></table></td></tr>
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	Think of an idea and plan what to do next. Explain why they have chosen specific textiles or materials. Draw a simple design and label the parts of their product.	Join materials and components in different ways. Can identify and name a simple selection of hand tools. Carry out finishing techniques that have been modelled by the teacher. Cut and join fabric to make a simple product. Use simple sewing techniques.		Use wheels and axles, when appropriate to do so. Know how simple mechanisms work eg. Sliders and linkages.		
Computing (including online safety linked with PSHE)	Online Safety Before the first unit of the academic year, Online Safety is explicitly taught. Lesson 1 is Unit 7 of the Online Safety curriculum, Privacy and Security. Lesson 2 is Unit 8 of the Online Safety curriculum, Copyright and Ownership. <u>Privacy and Security:</u> To know how passwords protect information, accounts and devices and understand what is meant by keeping things private. <u>Copyright and Ownership:</u> Recognise that content on the internet may belong to other people.					
	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Digital photography Capturing and changing digital photographs for different purposes.	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.	Making music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
PSHE	Me and my school Know what the class rules are and how they help them. Know some laws that adults have to follow. Know how to explain our own and others feelings and develop strategies for managing feelings.	Happy and healthy me Know the main parts of girls and boys bodies and how to keep clean and hygienic. Know that medicines can help people stay healthy and about the professionals who help us stay physically healthy. Know about the importance of a balanced diet and the contribution of sleep and physical activity to well being. Know about things that people can put into their bodies and on their skin and how these can affect people.	Me in the world Know positive things in the local area and people look after it. Know about sources of money and things money can be used for including spending and saving. Know about the role money plays in their lives.	Me and my safety Know basic rules to keep safe online and to tell a trusted adult if they come across something that scares them. Know what unsafe situations are. Know how to keep themselves safe in relation to people. Know the differences between secrets and surprises. Know what to do if there is an accident or an emergency.	Me and my relationships Know how their behaviour affects other people. Know how to play and work cooperatively with others. Know that bullying and teasing are wrong and unacceptable. Know about the relationships that are important to us. Know that friendships might change for a variety of reasons.	Me and other people Identify common features of family life. Know that it is important to tell a trusted adult if something about their family makes them worried or unhappy. Know the similarities of people of different races in the UK. Know that Britain is a diverse place. Know how to prepare to move to a new class/ year group.

	Mental Health Know about different ways to share feelings using key vocabulary and develop strategies for managing feelings. Know when they may need help with their feelings and that it is ok to ask for help. Know about the feelings of themselves and others.					
PE	Multiskills: throwing and catching Gymnastics: landscapes and cities	Invasion games Dance: bonfire night	Attacking and defending Circuit training	Multiskills:bat and ball Dance: starry skies	Multiskills: target games Gymnastics: under the sea	Animal Olympics Dance: plants
Music	Tony Chestnut Musical focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned, progression snapshot 1	Carnival of the animals Musical focus: Timbre, tempo, dynamics, pitch, classical music Composing music inspired by birdsong Musical focus: Timbre, tempo, dynamics, pitch, classical music	Grandma rap Musical focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2	Orowa Musical focus: Beat, rhythm, repetition, structure, 20th century classical music Trains Musical focus: To create music inspired by train travel, volume/dynamics (*crescendo*, *diminuendo*), speed/tempo (*accelerando*, *ritenuto*)	Swing-a-long with Shostakovich Musical focus: 2- and 3-time, beat, beat groupings, 20th century Classical music Charlie Chaplin Musical focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft)	Tanczymy Labada Musical focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3
RE	1.6c caring for the natural world Explore stories from religious traditions and find out about attitudes to the natural world. Christianity	1.3c valuing new life Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression. Christianity	1.3b worship and ceremonies Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies. Christianity Islam	1.2c belonging to a group Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives. Islam	1.5c storytelling through sacred writings Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers. Christianity	1.6a showing kindness and goodness Listen and respond to stories highlighting the morals and values of believers in practice. Christianity Sikhism Islam