



## HAYES MEADOW PRIMARY SCHOOL

### YEAR TWO – LONG TERM PLAN



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	<b>Traction Man is here</b> <b>The odd egg</b> <b>The Midnight Fair</b> <b>Leon and the place between Tuesday</b> <b>Flotsam (English and Computing)</b> <b>Granpa (PSHE)</b>		<b>I am Rosa Parks</b> <b>Lila and the secret of rain</b> <b>Wild</b> <b>Handa's Surprise</b> <b>Into the forest</b> <b>The Night Iceberg</b> <b>The Tin Forest</b>		<b>Major Glad, Major Dizzy</b> <b>Little Evie and the Wild Wood</b> <b>Little Red Riding Hood</b> <b>Little Red</b> <b>Grandpa's Great Inventions</b> <b>Story of Inventions</b> <b>Rosie Revere</b> <b>Dragon Machine</b> <b>The bad seed (PSHE)</b>	
Visual texts	<b>Taking Flight (link with Granpa) – LS</b> <b>Once in a lifetime (link to Tuesday) – LS</b> <b>Extract from Mary Poppins (fair)</b>		<b>Zahra – Africa – LS</b> <b>The Clock Tower (link to Tin forest) – LS</b> <b>Lion king</b>		<b>The legend of Tom Truheart – LS</b> <b>Victorian diaries – LS</b> <b>Oliver</b>	
Suggested Visits/ Visitors	<b>Local Area walks</b> <b>Visitors – local residents</b>		<b>Animal visitor to school</b> <b>Visit to the wild area</b> <b>Visit to the local church linked to RE</b> <b>Visit from Rosa Parks – drama hut</b>		<b>Black Country Museum</b> <b>Shugborough Hall</b> <b>The Brampton museum</b>	
History	<b>Local History – what was Handsacre like 100 years ago?</b> 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.		<b>How have people like Rosa Parks helped to make the world a better place?</b> 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.		<b>What do we know about the Victorians and the way they lived?</b> 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	<b>Local geography – Handsacre</b> Know and use the terminologies: left and right, below, next to.		<b>Where would you prefer to live, England or Kenya?</b>			

	<p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Know the name of the nearest town or city and locate it on a map of the UK.</p> <p>Locate a number of cities on a map of the UK.</p> <p>Make a model using road strips and toy buildings that show features in an area.</p>		<p>Know the names of and locate the seven continents of the world.</p> <p>Know the names of and locate the five oceans of the world.</p> <p>Know the main differences between a place in England and that of a small place in a non-European country.</p> <p>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.</p> <p>Explain some of the advantages and disadvantages of living in a city or village.</p>		
Science	<p><b>Materials</b></p> <p>Know how materials can be changed by squashing, bending, twisting and stretching.</p> <p>Know why a material might or might not be used for a specific job.</p>	<p><b>Animals including humans</b></p> <p>Know the basic stages in a life cycle for animals Including humans)</p> <p>Know why a balanced diet and good hygiene are important for humans.</p>	<p><b>Living things and their habitats</b></p> <p>Classify things by living, dead or never lived.</p> <p>Know how a basic habitat provides for the basic needs of things living there (plants and animals)</p> <p>Match living things to their habitat.</p> <p>Name some different sources of food for animals.</p> <p>Know about and explain a simple food chain.</p>		<p><b>Plants</b></p> <p>Know and explain how seeds and bulbs grow into plants.</p> <p>Know what plants need in order to grow and stay healthy (water, light and suitable temperature)</p>
	<b>Working scientifically – scientific attitudes, planning, observing and measuring, analysis.</b>				
	<b>Scientific attitudes</b>		<b>Planning</b>		<b>Observing and measuring</b>
<p>Encourage to be curious and ask questions about what they notice</p> <p>Begin to be curious and ask questions about what they notice</p> <p>Read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1</p>		<p>Ask simple questions and recognise that they can be answered in different ways</p>		<p>Observe closely, using simple equipment safely</p> <p>Perform simple tests</p> <p>Gather and record data to help in answering questions</p> <p>Identify and classify findings</p>	<p>Use their observations and ideas to suggest answers to questions</p>
Art	<p>Know how to make a coil clay pot.</p> <p>Know how to join two clay finger pots together.</p> <p>Be able to use 'slip' when making joins in clay.</p> <p>Suggest how artists and creative practitioners have used colour, pattern and shape.</p> <p>Know how to create a piece of art in response to the work of another artist.</p> <p><b>Clarice Cliff</b></p>		<p>Know how to mix paint to create all the secondary colours.</p> <p>Know how to create brown with paint.</p> <p>Know how create tints with paint by adding white.</p> <p>Know how to create tones with paint by adding black.</p> <p>Match and make new colours.</p> <p>Explore wash, strokes, layers, blending, splash and drip techniques.</p> <p>Know how to show how people feel in paintings and drawings.</p>		<p>Know how to use pencils to create lines of different thickness in drawing.</p> <p>Suggest how artists and creative practitioners have used colour, pattern and shape – <b>Piet Mondrian</b></p> <p>Know how to create a piece of art in response to the work of another artist.</p> <p>Pupils develop views and ideas, using this to inform their own creative actions.</p>

			Recreate Kenyan Art – <b>Martin Bulinya</b>			
DT	<b>Food technology</b> Weigh ingredients to use in a recipe. Describe the ingredients used when making a dish or cake. Can talk about which food is healthy and which is not. Follow safe procedures for food safety and hygiene.		Making models for geography project or science link.		Create Punch and Judy puppets using simple sewing techniques	
	<p style="text-align: center;"><b>Designing</b></p> Understanding the purpose of their product. 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.		<p style="text-align: center;"><b>Making</b></p> Choose tools and materials and explain why they have chosen them. 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.		<p style="text-align: center;"><b>Evaluating</b></p> Explain what went well with their own work.	<p style="text-align: center;"><b>Technical knowledge</b></p> Make a model stronger and more stable. 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)	<b>Information technology around us</b> Identifying IT and how its responsible use improves our world in school and beyond.	<b>Digital photography</b> Capturing and changing digital photographs for different purposes.	<b>Robot algorithms</b> Creating and debugging programs, and using logical reasoning to make predictions.	<b>Pictograms</b> Collecting data in tally charts and using attributes to organise and present data on a computer.	<b>Making music</b> Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	<b>Programming quizzes</b> Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
	<p><b>Use technology safely</b></p> Know how people’s identity can be different online to that in person. Know how information online can last a long time. Know what online bullying look like and how it can affect others. Know where to go for help, if concerned. Know the implications of inappropriate online searches.					
PSHE	<b>Me and my school</b> 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	<b>Happy and healthy me</b> 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	<b>Me in the world</b> 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.	<b>Me and my safety</b> 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.	<b>Me and my relationships</b> Know how their behaviour affects other people. Know how to play and work cooperatively with others.	<b>Me and other people</b> 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.

	and develop strategies for managing feelings.	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.	Know about the role money plays in their lives.	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.	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.	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.
	<b>Mental Health</b> 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	Dance	Gymnastics	Games (Multi-Skills)	S & F (Ball Skills)	Athletics	OAA
Music	Exploring simple patterns	Focus on dynamics and tempo	Exploring feelings through music	Inventing a musical story	Music that makes you dance	
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