

Year Two Long Term Plan

Curriculum Overview

2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 SATs	Summer 2
History	<p>Big question – What did leaders do in the past?</p> <p>Significant people The lives of significant individuals in the past who have contributed to national and international achievements. Famous Leaders</p> <ul style="list-style-type: none"> Julius Caesar Boudicca Al Rahman Alexander the Great 	<p>Big question - Why is WW1 remembered?</p> <p>Significant events beyond living memory (WW1)</p> <p>Remembrance/ Walter Tull (Historian Association)</p>	<p>Big question -What changes have there been in London?</p> <p>Historical Association – Great Fire of London</p>	<p>Big question – How has Britain changed over time?</p> <p>Historical Association KS2 unit ‘The Story of Migration to Britain’.</p>	<p>Opening Worlds – The Stone Age</p> <p>The Stone Age Living in a ‘hunter-gatherer’ society Pre-history Mammoths Skara Brae Stonehenge How do we know about the Stone Age?</p>	<p>Opening Worlds - The Neolithic Age (booklet pending)</p> <p>Farming & Dorothy Garrod and Yusra’s discovery of farming tools</p> <p>Early human settlements by rivers</p> <p>Early human housing Fire and pottery</p> <p>The pottery wheel</p> <p>What changed during the Neolithic Revolution?</p>
Exit Point Long Write	Factfile on two chosen leaders	Letter to someone in Rubies, explaining why we remember World War 1.	Recount piece, explaining what happened in Great Fire of London and how London changed.		Long answer to big question	Long answer to big question.
Geography	<p>Big question – what are the different landforms near me?</p> <p>Geographical skills: Using photographs and maps</p>		<p>Big question – why do people live in London?</p> <p>Geographical skills: Population data</p>	Big Question: How are different parts of the Thames used by people?	Big Question: Why are there different climates around the world? <i>(inks to landforms and</i>	Big question – Would you choose home or away? How is Ewell different to Pakistan?

	Disciplinary focus: Interaction		Disciplinary focus: Interpreting a range of sources	Geographical skills: Using photographs and maps Disciplinary focus: Change/ Interaction	<i>changes in the environment</i>) Geographical skills: Using atlases and maps Disciplinary focus: Interaction	Link to climate and impact on Pakistan- changes that we can make Geographical skills: Using photographs and maps Disciplinary focus: Interpret a range of sources
Exit Point Long Write	Explanation text answering the big question		<i>Display board information</i>	Non-chronological report	<i>Fact file answering the big question.</i>	<i>Letter to their parents about the differences</i>
RE	<i>What is God like for Christians?</i>	<i>Why is giving important to Christians?</i>	<i>What is important for Muslim families?</i>	<i>Why do Christians call Jesus 'Saviour'?</i>	<i>Why do Jewish families celebrate the gift of Shabbat?</i>	<i>Is giving better than receiving?</i>
PSHE	<u>Living in the Wider World</u> Communities Drugs, alcohol and tobacco	<u>Living in the Wider World</u> Economic wellbeing: Aspirations, work and career	<u>Health and Well-Being</u> Healthy Lifestyles Mental Health	<u>Relationships</u> Managing hurtful behaviour and bullying Respecting self and others	<u>Relationships</u> Families and close positive relationships Safe Relationships	<u>Health and Well-Being</u> Ourselves, growing and changing Keeping Safe

English Genre, unit and writing focus (timescale)	<u>Narrative</u> Different stories by the same author (Oliver Jeffers) Writing to entertain <u>Poetry</u> Fireworks night Writing to entertain <u>Narrative</u> Stories with a familiar setting Writing to entertain		<u>Non-Fiction</u> Non-Chronological reports Writing to inform. <u>Narrative</u> Traditional stories/ Fables Writing to entertain <u>Non-Fiction</u> Letter Writing to inform		<u>Narrative</u> Other stories Writing to entertain <u>Poetry</u> Patterns on a page Writing to entertain <u>Narrative</u> Other stories Writing to entertain		
	English Grammar and punctuation focus	Capital letters to demarcate sentences. Capital letters for names of people, places and dates. Full stops to demarcate sentences. Co-ordination: or, and, but Suffixes -s, -es, -ed, -ing, -er and -est.	Present and past tenses correctly and consistently including the progressive form . Subordination: when, if, that, because Adjectives Apostrophes for contractions Apostrophes for possession.	Expanded noun phrases to describe and specify. Different forms: statement, question, exclamation, command. Question marks to demarcate sentences. Exclamation marks to demarcate sentences.	Use commas to separate items in a list. Suffixes -ment, -ness, -ful, -less and -ly. Present and past tenses correctly and consistently including the progressive form .	Consolidation Homophones	Consolidation
		Little Wandle	Little Wandle	Awaiting Little Wandle announcement	Awaiting Little Wandle announcement	Awaiting Little Wandle announcement	Awaiting Little Wandle announcement
		Place Value	Money		Fractions		

	Addition and Subtraction Shape		Multiplication and Division Length and Height Mass, Capacity and Temperature		Time Statistics Position and Direction	
Science	Animals' needs for survival Humans	Materials Plastic (Sustainability)	Plants (Light & Dark) Living things and their habitat	Living things and their habitat Light and dark	Plants (bulbs and seeds) Growing up	Bulbs and seeds Growing up Wildlife
Computing	Online safety/safeguarding day 1 Managing online information	Online safety/safeguarding day 2 Privacy and security Copyright and ownership	Online safety/safeguarding day 1 Safer Internet Day	Online safety/safeguarding day 2 Online relationships Online reputation	Online safety/safeguarding day 1 Health, wellbeing and lifestyle Self-image and Identity	Online safety/safeguarding day 2 To be planned by class teacher – address issues which have come into the class or revisit topics chn need.
	Use basic computer skills <ul style="list-style-type: none"> Log on Change the case/ colour/ size of text. Align text. Use bullets and numbering. Use the key. Insert and format text boxes. Develop speed of word processing dance Mat) 	Programming Algorithms – BeeBots (Eduthing)	Presentations – Interactive Image – Thinklink	Handling Data – Venn Diagrams Seesaw	AI Advantages Video – Adobe Spark Video	Programming - Robot Helper – Scratch Jnr
Reading/ writing opportunities	Long write – History & Geography	Long write – History & Geography	Long write – History & Geography	Long write – History & Geography	Opening World – History Geography	Opening Worlds – History Geography

across the curriculum						
Maths opportunities across the curriculum		Measuring - DT		Computing – Statistics/Data Measuring - DT		Measuring - DT
PE Units in red - sports coach	Games 1 Gymnastics 1	Dance 1 Gymnastics 2	Dance 2 Gymnastics 3	Dance 3 Gymnastics 4	Athletics 1 Games 2	Athletics 2/Games 4 Games 3
Music	Percussion (Mr Walker) – preparing for Nativity		I Wanna Be in a Band - Charanga original scheme		Reflect, Rewind and Replay Charanga original scheme	
Art/DT	<u>Art</u> Drawing - Tone Da Vinci, Michelangelo	<u>DT</u> _Sewing Christmas Decorations	<u>Art</u> Sculpture Egyptian Sculptures	<u>DT</u> Mechanisms, wheels & axles Making vehicles	<u>Art</u> Painting – Watercolour Landscapes Kadinsky	<u>DT</u> Cook Salad (veg/fruit)
Outdoor Learning	Exploring tones of nature	Materials in the field.	Pond area – habitats		Landscape painting	Geography trip - Ewell