

Abbey Primary School-Year 2 Curriculum Long Term Plan

	Autumn Term	Spring Term	Summer Term
Science	<u>Autumn 1</u> <u>Animals, including humans 1 - Health and survival</u> Describe the needs of animals for survival Describe the needs of humans for survival Explore the importance of eating the right food Describe what a healthy, balanced diet looks like Investigate the impact of exercise on our bodies Investigate the importance of hygiene <u>Autumn 2</u> <u>Animals, including humans 2 - Life cycles</u> Order the stages of the human life cycle Describe the stages of a human life cycle Identify the offspring and parent of an animal Explore the life cycle of a chicken Describe the life cycle of a butterfly Explore the life cycle of a frog	<u>Spring 1</u> <u>Uses of everyday materials</u> Identify different materials and their uses Understand how to select the right materials to build a bridge Explore and test the stretchiness of materials Understand that materials can change their shape by twisting, bending, squashing or stretching Find out about Charles Macintosh and explore how materials are suitable for different purposes Discover which materials change shape when making a road with John McAdam <u>Spring 2:</u> <u>Living things and their habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify and name a variety of plants and animals in a microhabitat Design a suitable microhabitat where living things could survive Find out what animals eat to survive in their habitats Understand a food chain Understand the journey food makes from the farm to the supermarket	<u>Summer 1:</u> <u>Living Things and their habitats – Habitats from around the world</u> Learn about habitats Appreciate that environments are constantly changing Explore the rainforest and its problems Describe life in the ocean Discover the Arctic and Antarctic habitat Create a model of a habitat <u>Summer 2</u> <u>Plants</u> Know the difference between seeds and bulbs Design an experiment to find out what plants need to grow Describe what plants need to grow and stay healthy Describe the life cycle of a plant Observe and record the growth of plants over time Understand that plants adapt to suit their environment
History	How has life changed for people living in the Local area? 1. How has our school changed? 2. What were schools like in the past?	What is a monarch and what makes them significant? 1. What is the role of a monarch? 2. Why did monarchs build castles? 3. What was life like in medieval castles?	What caused the Titanic to sink? 1. When did the Titanic sink? 2. What do we already know about the Titanic? 3. What happened to the Titanic?

	3. Would you have preferred to be in school in the past or now? 4. What makes our local area interesting? 5. How has the area around our school changed? (Comparing maps) 6. What are the houses like in our local area? 7. What were homes like in the past? 8. How have homes changed? 9. How did the World wars affect people in our area? Remembrance day	4. Who were the Kings and Queens of the past? 5. Why do we remember William I? 6. Who was the first Elizabeth? 7. What changed in Victorian times? 8. How similar were Elizabeth and Victoria? 9. Why was Elizabeth II so significant? 10. How has life changed since Elizabeth I's reign?	4. What was so special about the Titanic and what was life like on board? 5. Why and how did the unsinkable Titanic sink? 6. How should we show the sinking? 7. Why weren't more people saved from the Titanic? 8. How did they stop a disaster like the Titanic happening again?
Geography	<u>Would you prefer to live in a hot or cold place?</u> - To name and locate the seven continents - To locate the North and South Poles. - To locate the Equator on a world map. - To compare the UK and Kenya. - To investigate local weather conditions. - To identify key features of hot and cold places.	<u>Why is our World wonderful?</u> - To identify geographical characteristics of the UK. - To locate some of the world's most amazing places. - To know the names of the five oceans and locate them on a map. - To understand how to draw human and physical features on a sketch map. - To investigate local habitats and record findings. - To understand how to present findings in a bar chart.	<u>What is it like to live by the coast?</u> - To locate the seas and oceans surrounding the UK. - To explain what the coast is. - To identify the physical features of the coast. - To identify human features of the coast. - To investigate how people use the local coast. - To present findings on how people use the local coast.
Art	<u>Self-Portraits</u> - To investigate famous self-portraits. - To use collage to create self-portraits - To investigate the different kinds of sketching pencils. - To investigate different paints. - To create own self-portrait. - To create a self-portrait from clay.	<u>Castles</u> - To use line to create a picture in the style of the Bayeux Tapestry. (2 lessons) - To use line to create a picture in the style of the Buck Brothers. (2 lessons) - To create a painting in the style of James Paterson. (2 lessons)	<u>Earth Art (Eco link)</u> - To explore ways of painting on rocks. - To be able to make sculptures with sticks and twigs. - To be able to make animal pictures with leaves. - To learn to weave with natural materials - To explore ways of making mandalas. - To be able to make a collage using natural materials.
Design and Technology	<u>Mechanisms-Moving Monsters</u> To identify the correct terms for levers, linkages and pivots. To analyse popular toys with the correct terminology.	<u>Textiles-Pouches-Linked to Black Country Museum project</u> To sew a running stitch with regular-sized stitches and understand that both ends must be knotted. To prepare and cut fabric to make a pouch from a template.	<u>Food Technology-Balanced Diet-Wraps</u> To name the main food groups and identify foods that belong to each group. To describe the taste, feel and smell of a given food.

	To create functional linkages that produce the desired input and output motions. To design monsters suitable for children, which satisfy most of the design criteria. To evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. To select and assemble materials to create their planned monster features. To assemble the monster to their linkages without affecting their functionality.	To use a running stitch to join the two pieces of fabric together. To decorate their pouch using the materials provided.	To think of three different wrap ideas, considering flavour combinations. To construct a wrap that meets the design brief and their plan.
Music	Delivered by Rock It		
Computing	<u>Information Technology Around Us</u> - Explore uses of IT in the community - Understand the role of IT in jobs - Recognise IT systems and their components <u>Robot Algorithm</u> - Develop step-by-step instructions - Create and test simple programs	Robot Algorithms continued (see Autumn Term) <u>Pictograms</u> - Collect and present data using pictograms - Interpret and compare data sets	<u>Digital Music</u> - Create music using digital tools - Explore rhythm, pitch, and patterns <u>Programming Quizzes</u> - Build interactive quizzes using simple logic - Use selection and repetition in programs
PE	<u>Ball Skills</u> - Begin to provide feedback using key words. - Begin to understand and use simple tactics. - Dribble a ball with my hands and feet with some control. - Roll and throw a ball to hit a target. - Send and receive a ball using both kicking and throwing and catching skills. - Track a ball and collect it. - Work co-operatively with a partner and a small group <u>Team Building</u> - Follow instructions carefully.	<u>Invasion</u> - Describe how their body feels during exercise. - Dodge and find space away from the other team. - Move with a ball towards goal. - Sometimes dribble a ball with hands and feet. - Stay with another player to try and win the ball. - Know how to score points and remember the score. <u>Yoga</u> - Begin to provide feedback using key words. - Copy, remember and repeat yoga flows. - Describe how their body feels during exercise. - Move from one pose to another thinking about their breath.	<u>Net and Wall</u> - Defend space on court using the ready position. - Describe how their body feels during exercise. - Hit a ball over the net and into the court area. - Throw accurately to a partner. - Use simple tactics to make it difficult for an opponent. - Know how to score points and can remember the score. - Show good sportsmanship when playing against an opponent. <u>Athletics</u> - Show balance and co-ordination when running at different speeds. - Jump and land with control.

	• Say when they are successful at solving challenges. • Share ideas and help to solve tasks. • Work co-operatively with a partner and a small group. • Show honesty and can play fairly. Use, follow and create a simple diagram/map.	• Use clear shapes when performing poses. • Work with others to create simple flows showing some control.	• Use an overarm throw to help me to throw for distance. • Work with others, taking turns and sharing ideas. • Identify good technique.
	<u>Dance</u> • Begin to provide feedback using key words. • Copy, remember, repeat and create dance phrases. • Describe how my body feels during exercise. • Show a character and idea through the actions and dynamics. • Use counts to stay in time with the music. • Work with a partner using mirroring and unison in their actions. • Show confidence to perform	<u>Gymnastics</u> • Begin to provide feedback using key words. • Be proud of their work and confident to perform in front of others. • Perform the basic gymnastic actions with some control and balance. • Plan and repeat simple sequences of actions. • Use directions and levels to make their work look interesting. • Use shapes when performing other skills. • Work safely with others and apparatus.	<u>Fitness</u> • Describe how their body feels during exercise. • Show hopping and jumping movements with some balance and control. • Persevere with new challenges. • Show determination to continue working over a longer period of time. • Understand that running at a slower speed will allow them to run for a longer period of time. • Work with others to turn a rope and encourage others to jump at the right time. <u>Sports Day</u>
P.S.H.E.	Relationships-VIPs 1. Who are your VIPs? 2. Families 3. Friends 4. Falling Out 5. Working Together 6. Showing You Care Health and Wellbeing-Safety First 1. Keeping Safe 2. Staying Safe at Home 3. Staying Safe Outside 4. Staying Safe Around Strangers 5. Safe Secrets and Surprises	Living in the Wider World-Money Matters 1. Money 2. Where Money Comes From 3. Look After It 4. Save or Spend? 5. Want or Need? 6. Going Shopping Relationships-Digital Literacy 1. The Internet and Me 2. Online and Offline 3. Staying Safe Online 4. Personal Information 5. Communicating Online	Health and wellbeing-Growing up 1. Families 2. Homes 3. Schools 4. Environments 5. Resources 6. Planet Protectors Living in the wider world-One World 1. Is it OK? 2. Pink and Blue 3. Your Family, My Family 4. Getting Older 5. Changes

	6. People Who Can Help	6. True or False	
R.E.	Walsall SACRE Unit 2A - A world of festivals. How and why do we celebrate special times? • To find out what special times are celebrated and talk about how celebrations happen. • To learn what happens at a celebration. • To develop understanding of key religious festivals and some of the celebrations involved. • To think and talk about their own big days and those of others and notice that people celebrate different things and in different ways. • To develop understanding of key religious festivals and some of the celebrations involved and think and talk about their own big days and those of others. • To notice that people celebrate different things and in different ways. • To learn how Easter celebrates the resurrection of Jesus • To understand that Christians use special food, objects, words and songs to celebrate. • To develop understanding of key Sikh religious festivals and some of the celebrations involved. • To think and talk about their own big days and those of others. • To notice that people celebrate different things and in different ways. • To learn that Eid-ul-Fitr is a Muslim festival that celebrates the end of Ramadan, the month	Walsall SACRE Unit 2D-Beginning to Learn from Muslims. What can we find out about Muslims and Mosques? (Part A) • To identify that Prophet Muhammad is a special or holy leader for Muslim people. • To respond thoughtfully to a story of the Prophet by thinking about values and behaviour. • To use these key words accurately: Religion / symbol / moon and star / Islam / Muslim / mosque / prayer [Salat] / wudu / Qur'an / holy, sacred / prayer / worship. • To understand that 'special' place has to do with how an individual feels about the place, and this may not be the same for everyone. • To begin to think about the Mosque as a special, clean place of prayer for Muslims. • To become familiar some things that pupils may encounter at the mosque which indicate its use and importance. • To develop awareness of the mosque as a special / sacred place for Muslims. • To choose some words that describe a Muslim special place. • To think of some feelings that go with a special place. • To learn there are many mosques in our local community and there are many other religious buildings too. • To see simple links between their special places and the Mosque in Islam.	Walsall SACRE Unit 2D-Beginning to Learn from Muslims. What can we find out about Muslims and Mosques? (Part B) • To learn that the Qur'an was revealed to the prophet Muhammad about the Shahadah, some Muslim beliefs about God and that the Qur'an guides Muslims in their daily life. • To express their understanding of sacred writings for themselves and to think about the most important words. • To reflect on events in their own lives and link them with festival and celebration in Islam. • To learn that a Mosque is a sacred place for Muslims and about some of the important features of a Mosque and how it feels and looks and why Muslims come to a Mosque, what they do there and how they care for it. • To learn that the words of the shahadah, 'God is most great. There is no God but Allah and Muhammad is his prophet' are very important to Muslims and how these words are whispered to new babies, and shouted from minarets at prayer times. • To think about what they have learned in this unit of work and suggest from their own ideas what matters most. Walsall SACRE Unit 2D-Questions that Puzzle Us. What can we Learn from Big Questions?

	during which the prophet Muhammad received the first revelation of the Qur'an. • To learn that Muslims use special food, objects, words and gifts to celebrate. • To learn to talk thoughtfully about different religious festivals • To gather knowledge of the key words and ideas associated with different festivals and use these new words to express their understanding. Discovery RE: Christmas-Jesus as a gift from God. Why do Christians believe God gave Jesus to the world? • We are learning to reflect on the Christmas story and the reasons for Jesus' birth. • Engagement-Learn to understand some of the problems the world faces and how Christians believe God sent Jesus to help. • Investigation-Think about how Christians celebrate Jesus' birth and how this links to the idea that he was sent to save us by showing love. • Evaluation — Think about our own versions of Christmas and Christian beliefs about why Jesus was sent to save the earth. • Expression — Think about how we show love to the world.	Discovery RE. Easter-Resurrection: How important is it to Christians that Jesus came back to life after His crucifixion? • Learn to re-tell the Easter story and understand what Jesus' resurrection means for Christians. • Engagement-Think about people we have lost and how we keep memories of them. • Investigation-Think about the events of the Easter story and how the symbols relating to it for Christians. • Evaluation-Think about the order of the Easter story and discuss what Christians believe happened next and why. • Expression-Show ways of symbolising new life.	• To learn that sometimes puzzles and mysteries are interesting even if we 'don't know' and what a mystery is. • To learn that some questions are puzzling or interesting even when we don't know the answer. • To think about the questions they would like to ask God, or the person who knows everything. • To learn that religious people can answer a mystery with a belief, e.g. where did the world come from? We believe God made it. • To learn that religions sometimes answer puzzling questions with a story Consider why Christians think Jesus was a healer, and cared for everyone. • To learn that for Christians (or members of another religion) some objects show what they believe. • To suggest answers to big questions and make simple links to how Christians may answer big questions.
Christmas (Dec) - Diwali (Nov) - Eid (both celebrations) - Passover - Easter			