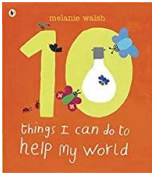
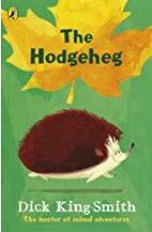



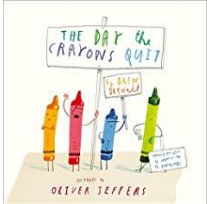




## Year 2 Long Term Curriculum Plan

	<b>Term 1 6 &amp; ½ weeks</b>	<b>Term 2 7 &amp; ½ weeks</b>	<b>Term 3 5 &amp; ½ weeks</b>	<b>Term 4 5 &amp; ½ weeks</b>	<b>Term 5 5 &amp; ½ weeks</b>	<b>Term 6 7 &amp; ½ weeks</b>
<b>Theme</b>	<b>Environment</b>	<b>Technology</b>	<b>Well Being</b>	<b>Identity &amp; Social Justice</b>	<b>Innovation</b>	<b>Expressive Arts</b>
<b>Links to other global themes</b>	Social Justice – caring for the world for everyone.  Expressive arts – dance, music, environmental art	Identity	Identity		Environment, Community, Social justice	
<b>Curriculum Intent (Why?)</b>	<i>The children understand the impact of their actions and the actions of others on the environment</i>	<i>The children understand the use of apps and social media in today's society and how they can be used within the latest technologies to increase accuracy and productivity</i>	<i>The children understand how to recognise feelings of unrest and positivity within themselves and how to promote positive mental and physical health both within themselves and for others</i>	<i>The children understand the impact of their actions on themselves and others in order to successfully interact with the world around them</i>	<i>The children understand the world of finance and enterprise and put their understanding into practical and meaningful way, ensuring skills are learnt that will be beneficial as they become more independent in the world</i>	<i>The children understand how to use their creative skills and that of others to work collaboratively towards and end performance goal</i>

# Year 2 Long Term Curriculum Plan

<p style="text-align: center;"><b>Core Text</b></p>	<p>*Ten things I can do to help my world (Melanie Walsh) *The Hodgeheg (Dick King Smith)</p>  	<p>Man on the Moon (Simon Bartram)</p> 	<p>*The Great Fire of London *The day the crayons quit (Drew Daywalt &amp; Oliver Jeffers)</p>   	<p>The Twits (Roald Dahl)</p> 	<p>The Magic Finger (Roald Dahl)</p> 	<p>The Diary of a killer cat (Anne Fine)</p> 
<p style="text-align: center;"><b>Hook / Enrichment Opportunities</b></p>	<p>Local walk – road safety and physical features</p>	<p>Space dome Phone call / video message from Tim Peakes</p>	<p>Relaxation day – children learn relaxation techniques Drama company in about looking after yourself/feelings etc Fireman coming in to experiment with burning of different materials.</p>	<p>Mrs Twit visit Visit from dentist.</p>	<p>Magician workshop</p>	<p>Pet cuddle corner</p>

## Year 2 Long Term Curriculum Plan

<b>Global / Community Ideas</b>  (If Applicable)	Road Safety  Community action – gardening, litter picking in the neighbourhood.  Visit to local old people for a sing-song?	50 years since first man on the moon	Share relaxation techniques	Teeth cleaning workshop to year R  Work with local dentist surgeries to promote cleaning teeth		Shared hook with retirement home.
<b>Key Curriculum Outcomes</b>	<b>English:</b> Writing in role, speech, road safety poster,  Non fiction	<b>English</b> -Setting, character and plot development.	<b>English</b> – Persuasive writing, letters Script writing / reading Non Fiction	<b>English</b> – Character description, non-fiction writing  Matilda character to compare	<b>English</b> – poetry,  Non-fiction  Diary	<b>English</b> – retelling from another viewpoint,  Diary entry?
<b>Subject Specific Outcomes</b>	<b>Science:</b> Living things and their habitats <b>Humanities:</b> key physical features, maps and plans, compass directions and geography of our school <b>PSHE and Citizenship:</b> L1&2 - Construct and agree rules. L5 - Caring for local environment and conserving energy. <b>Music:</b> Sound walk: listening, notation, composition and performance <b>PE:</b> Dance (animals /	<b>Science:</b> The human body – diet, hygiene <b>Humanities:</b> First man on the moon. How did technology assist with this? Fact or fiction? Enquiry into evidence. <b>PSHE and Citizenship:</b> H1 - what constitutes, and how to maintain, a healthy lifestyle H2 - to recognise what they like and dislike, choices that improve their physical and emotional health. <b>Music:</b> Listen to extracts from The Planets (Holst)	<b>Science:</b> Classify materials. Changing materials and identifying changes in materials. <b>Humanities:</b> The great Fire of London. Facts and events. Linking to science and materials. <b>PSHE and Citizenship:</b> H4 - feelings, develop simple strategies for managing feelings H5 - change and loss and the associated feelings R1 - to communicate their feelings to others, to show and respond	<b>Science:</b> Materials. Identify and compare materials. Classify materials <b>Humanities:</b> Titanic – social injustice and events that occurred. <b>PSHE and Citizenship:</b> H6 - the importance of, and how to, maintain personal hygiene H7 - how some diseases are spread and can be controlled. R10 - to judge what kind of physical contact is acceptable. <i>Pantosaurus</i>	<b>Science:</b> Plants <b>Humanities:</b> “If you had a magic finger which could take you anywhere, where would you choose to go? Places around the world – Kenya: Human and physical geography. Use maps to identify countries. <b>PSHE and Citizenship:</b> R12 - to recognise when people are being unkind R13 - to recognise different types of teasing and bullying,	<b>Science:</b> Animals and humans Offspring <b>Humanities:</b> Places around the world – Kenya: Human and physical geography. Use maps to identify countries. <b>PSHE and Citizenship:</b> <b>Music:</b> Zoo time – Charanga, reggae song about animals which don’t behave as animals. <b>PE:</b> Athletics & Tennis <b>RE:</b> 1.4 What can we learn from sacred books? Musilms <b>Computing:</b> Effective

## Year 2 Long Term Curriculum Plan

	<p>environment) Link to music performance Link to music – use children’s composition. <b>RE:</b> 1.8 How should we care for others and the world, and why does it matter? <i>Christians, Muslims</i> <b>Computing:</b> Making music module <b>Art/DT:</b> Art in the environment, Andy Goldsworthy Artist study.</p>	<p>and respond Long and short sounds – fireworks – compose Listening to space sound effects Uses instruments to create own space sounds Sounds to accompany space images – compose space music <b>PE:</b> Gymnastics <b>RE:</b> 1.6 How and why do we celebrate special and sacred times? Match to Christmas and Harvest <b>Computing:</b> Coding and internet safety . Sending e mails to Tim Peake <b>Art/DT:</b> Planets – marbling</p>	<p>to feelings R7 - to offer constructive support and feedback to others <b>Music:</b> Charanga, year 2 ‘Friendship song’ Singing skills. <b>PE:</b> Games skills &amp; Dance <b>RE:</b> who is a Muslim and what do they believe? <b>Computing:</b> Internet safety <b>Art/DT:</b> Building a Tudor house using a range of materials. OR – Using a variety of art media, starting with crayons, moving through charcoal, paints etc – mark making and experimentation.</p>	<p><b>Music:</b> Body percussion – listening, experimenting, composing and performing. (science link) <b>PE:</b> Gymnastics &amp; Games skills (hockey) <b>RE:</b> 1.6 How and why do we celebrate special and sacred times? Islam <b>Computing:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content. <b>Art/DT:</b> Artist study – Quentin Black (ink drawings) compared to Tony Ross <b>DT</b> – boats (axels)  Science link – waterproof materials</p>	<p>R14 - strategies to resist teasing or bullying <b>Music:</b> The storm scene from ‘The Magic Finger’. Vivaldi ‘Four Seasons’ <b>PE:</b> Games skills (striking and fielding) &amp; volleyball <b>RE:</b> 1.4 What can we learn from sacred books? <i>Christians</i>, <b>Computing:</b> create short simple e-text of book using PowerPoint that combines words with images and sounds <b>Art/DT:</b> Use a range of tools and materials in a collaborative effort to design, build and evaluate a large bird’s nest that can hold an agreed weight</p>	<p>searching <b>Art/DT:</b> Collage – variety of materials to make an image of a killer cat?</p>
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