St Andrew's CE Primary, Headington **Year 2 Long Term Planning Overview**

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
My Place in the World	The Great Fire of London	Poles Apart	Migration/ Windrush	Minibeasts	Brave Nurses

Aut 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE
My Place in the World	White Rose	**RWI Get Writing!**	**Uses of Everyday Materials** • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	**Investigating our street** We will begin to understand the physical and human features that make up our local streets, the role of different features of streets, needs of their users, and change in the local area. We will use fieldwork to explore the school's local area, practise good fieldwork techniques, and learn how to record, analyse and present our findings.	**DT Project on a Page: Structures** - • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.	**Charanga Unit 1** **Unit:** Hands, Feet, Heart **Style:** South African styles	Real PE 1 Real Gym	**Who should you follow?** We will find out about religious leaders and how and why they are followed. We will learn some stories about religious leaders and their significance for believers.	**Computing systems and networks – IT around us** With an initial focus on IT in the home, we will explore how IT benefits society in places such as shops, libraries, and hospitals. We will discuss the responsible use of technology, and how to make smart choices when using it.	**Families and close positive relationships** Family Links and Zones of Regulation (Lessons 3 and 4 and 8 and 9. Also selecting from 10,11 – 13)

Aut 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE
The Great Fire of London	White Rose	**RWI Get Writing!**	**Uses of Everyday materials** • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Great Fire of London** • How can we work out why the Great Fire started? • What happened during the Great Fire and how do we know? • Why did the Great Fire burn down so many houses? • Could more have been done to slow the spread of the fire? • How did people manage to live through the Great Fire? • How shall we rebuild London after the Great Fire?	**Art focus: Drawing/ painting (landscapes)** Artists/Artwork: 1. The Great Fire of London by Unknown 2. Tsukioka Yoshitoshi 3. Olga Rozanoya	**Charanga Unit 2** Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs	**Real PE 2** **Basketball** Children improve their ability to move fluently changing speed and direction. They continue to develop key fundamental movement skills, both with and without a ball, moving in a safe way. Children develop basic ball control, experiment with different types of sending and receiving, and aim at a target.	**Do religious symbols mean the same to everyone?** We will explore the variety of ways people can express beliefs by what they wear. We will explore the different meanings behind symbols.	**Creating media – Digital photography** We will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, we will use this knowledge to recognise that images they see may not be real.	**Families and close positive relationships** Family Links and Zones of Regulation (Lessons 3 and 4 and 8 and 9. Also selecting from 10,11 – 13)

Spr 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE
Poles Apart	White Rose	**Writing Stimulus** The Emperor's Egg by Martin Jenkins **Written Outcomes** Descriptive vocabulary and phrase collections Poems inspired by the collection: Innovated verses of 'Rhythm of Life' Fresh lines for 'The Sound Collector' Original poem inspired by poetry and music: 'The Lark Ascending' Performance and recital Class anthologies **Poetry** A Dinosaur at the Bus Stop by Kate Wakeling	**Living Things and their Habitats** • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. **Animals, including humans** •notice that animals, including humans, have offspring which grow into adults	**Investigating the World** We will learn about the continents and oceans, the hot and cold areas of the world and the differences between human and physical features, locate the poles and Equator and begin to understand global connections.	**DT Project on a Page: Mechanisms - Wheels and axles** • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.	**Charanga Unit 3** Unit: I Wanna Play In A Band Style: Rock	**Real PE 3** **Real Dance**	**Is it important to celebrate the New Year?** We will explore the ways that different people and different faiths celebrate New Year.	**Programming A – Robot algorithms** We will develop our understanding of instructions in sequences and the use of logical reasoning to predict outcomes. We will use given commands in different orders to investigate how the order affects the outcome. We will also learn about design in programming.	**Health and wellbeing** Foundations for Well-being Curriculum (PSHE Association)

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Spr 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE
Windrush	White Rose	**Writing Stimulus** Hummingbird by Nicola Davies **Written Outcomes** Shared Reading Journal 'Tell Me' responses Captions and sentences Mind map notes Odes Writing in Role Explanation text	**Big Science** •asking simple questions and recognising that they can be answered in different ways •observing closely, using simple equipment •performing simple tests •identifying and classifying •using their observations and ideas to suggest answers to questions •gathering and recording data to help in answering questions. **Plants** •observe and describe how seeds and bulbs grow into mature plants •find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	**Migration/Windrush** What do we know about journeys/moving houses/to new countries? Where in the world do the children in our school come from? What is the same/different about Jamaica and Oxford? Geog. Why did lots of people come to England in the 1950s? Hist. What was it like for those people? How is Caribbean Culture celebrated in the UK? Notting Hill Carnival	**Art focus:** **Textiles (printing, weaving and threads)** Artists/Artwork: 1. Althea McNish 2. Faith Ringgold 3. Annie Albers	**Charanga Unit 4** **Unit:** Zootime **Style:** Reggae	**Real PE 4** **Football** Children improve their ability to move fluently changing speed and direction. They continue to develop key fundamental movement skills, both with and without a ball, moving in a safe way. Children develop basic ball control, experiment with different types of sending and receiving, and aim at a target.	**How should the Church celebrate Easter?** We will explore how and why the church celebrates Easter.	**Data and information – Pictograms** We will be introduced to the term 'data'. We will begin to understand what data means and how this can be collected in the form of a tally chart. We will learn the term 'attribute' and use this to help us organise data. We will then progress onto presenting data in the form of pictograms and finally block diagrams.	**Health and wellbeing** The Sleep Factor KS1 Lesson x1 Sun safety x 1 lessons Belonging and community (relationships) Friendships and bullying X3 lessons

Sum 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE
Mini beasts	White Rose	**Writing Stimulus** The Magic Finger by Roald Dhal **Written Outcomes** Tell Me responses Letter to the girl, asking questions. Persuasive letter to the Greggs Captions on behaviour chart Diary entry Information poster about native birds Collaborative poem about the joys of flying Narrative sequel to the story **Poetry** My Heart is a Poem	**Living things and their habitats** • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats	**Investigating the UK** We will begin to learn and understand more about the United Kingdom and develop a variety of geographical skills through fieldwork, mapping and recording the weather.	**Art focus:** **Collage (paper)** Artists/Artwork:	**Charanga Unit 5** **Unit:** Friendship Song	**Real PE 5** **Beginner tennis –** coach	**Can stories change people?** We will explore the way that Old Testament and New Testament stories influence readers and listeners and the reasons for the inclusion of stories.	**Creating media - Digital music** We will explore how music can make us think and feel. We will make patterns and use those patterns to make music with both percussion instruments and digital tools. We will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, we will share our creations and compare creating music digitally and non-digitally.	**Health and wellbeing** NCA – CEOP Education: Jessie and Friends x3 lessons Family Links and Zones of Regulation (Lessons 3 and 4 and 8 and 9. Also selecting from 10,11 – **13)**

Sum 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE
Brave Nurses	White Rose	**Writing Stimulus** Rapunzel by Bethan Wootten **Written Outcomes** Shared Writing Writing in role Diary entries Poetry Question writing Descriptive Writing Note of Advice Explanatory writing Narrative writing Bookmaking and Publishing	**Animals, including humans** • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Florence Nightingale** • Why do we think Florence Nightingale is remembered? • Why did Florence place herself in such danger by going to the Crimea? • What did Florence do to improve the lives of the soldiers when she arrived in the Crimea? • What did people really think of Florence Nightingale? • What was Florence Nightingale's greatest achievement? • How do we know so much about Florence Nightingale when she lived so long ago?	**DT Project on a Page: Food - Preparing fruit and Vegetables** • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.	**Charanga Unit 6** **Unit:** Reflect, Rewind and Replay **Style:** Western Classical Music	**Real PE 6** **Athletics (sports day)** Children learn to apply basic athletic skills and techniques to a range of activities. These skills include jumping, hoping, and balancing with control, running with control and coordination, and throwing towards a target. Children explore and develop their locomotor, stability, and manipulation skills.	**How should you spend the weekend?** We will explore the practice of observing Shabbat and the implications for Jewish believers and children.	**Programming B - Programming quizzes** We will begin to understand that sequences of commands have an outcome and make predictions based on our learning. We will use and modify designs to create Our own quiz questions in Scratch Jr and realise these designs in Scratch Jr using blocks of code. Finally, we will evaluate our work and make improvements to their programming projects.	**Families and close positive relationships** Addressing discrimination and extremism x1 lesson Contributing to our community X4 lessons