
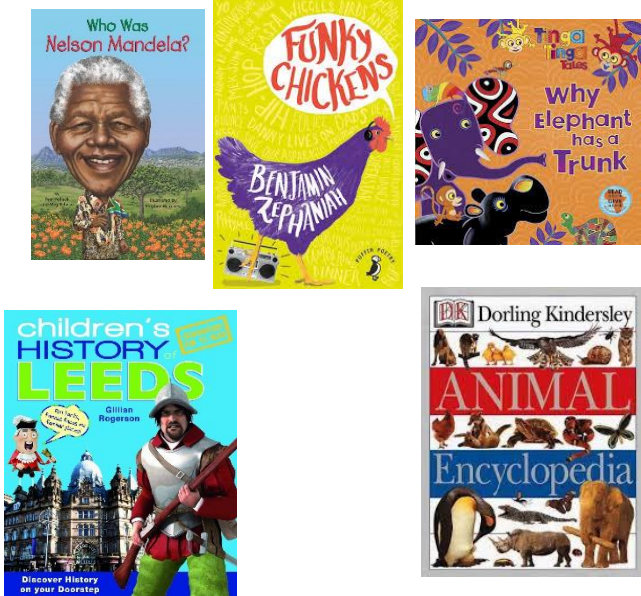
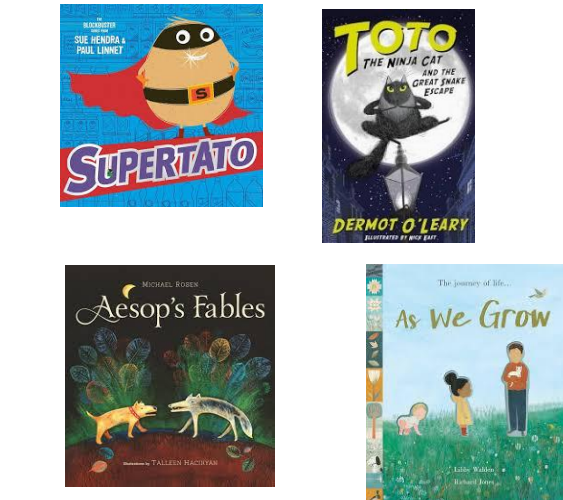


Shire Oak CE Primary School Long Term Plan YEAR TWO (Aruvi Aru) Please see subject progression maps for detail on knowledge, skills and understanding to be learned.

	Autumn	Spring	Summer
Topic Name	Going on a journey	Where do we live?	Heroes
English Spelling	Alternative spellings (phase 6)	Spelling rules	Spelling rules
Core Texts			
Writing Focus	<p>Lists, Captions and messages</p> <p>Recounts</p> <p>Journey stories</p> <p>Instructions</p> <p>Acrostic Poetry linked to weather/seasons</p>	<p>Poetry -Shape Poetry</p> <p>Reports (Animal report)</p> <p>Notes</p> <p>Narrative (Traditional tales from Africa)</p>	<p>Diary – Bean Diary</p> <p>Poetry – limericks and riddles</p> <p>Narrative -Fable and parables</p> <p>Reports and notes</p>
Maths	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Geometry: Properties of Shape</p>	<p>Number: Multiplication and Division</p> <p>Measurement: Money</p> <p>Measurement: Length and Height</p> <p>Measurement: Mass, Capacity and Temperature</p>	<p>Number: Fractions</p> <p>Geometry: Position and Direction</p> <p>Measurement: Time</p> <p>Statistics</p>
History	<p><u>Events beyond living memory</u> (invention of aeroplanes and trains)</p> <p><u>Significant individuals</u> - The Wright brothers, Amelia Earhart, George Stephenson</p> <p><u>Comparing past events</u></p>	<p><u>Local history</u> of migration</p> <p>Buildings in the area, including houses - comparing photos of the past to present.</p> <p><u>Different ways of living in different times.</u></p> <p><u>Significant individual</u> – Mandela, Nicola Adams</p>	<p><u>Events beyond living memory</u> (Great Fire of London)</p> <p><u>Learning about people in history</u> from earliest times to present day who have shaped the nations or the world. Use words and phrases relating to the passage of time. Use every day historical terms. Ask</p>

			and answer questions to show understanding of events. <u>Significant individuals</u> - Florence Nightingale and Mary Seacole
Geography	Using key compass points. Make observations about features that give places their character.	Place knowledge (Comparing where we live with a town /city elsewhere – e.g. Leeds and twin towns, such as Durban in South Africa.) Locational knowledge, continents and oceans recap from Y1. Describe similarities and differences	Geographical skills and fieldwork. Using basic map symbols, a key. Cross curricular with maths grid references.
Science	<u>Materials</u> 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. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <u>Working scientifically</u> Performing simple tests, asking questions using observations and ideas to answer questions.	<u>Animals, including humans</u> 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. <u>Working scientifically</u> Identify and classify.	<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 that most living things live in habitats to which they are suited. 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. <u>Plants</u> 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. <u>Working scientifically</u> Growing plants – beans Observing, use simple equipment. Gathering and recording data to help answer questions.
Art and Design	<u>Drawing and Colour</u> Children will learn to draw lines of different thickness. Use colouring pencils to create shades and tones. Use dots and lines	<u>Texture and Pattern</u> Collage - Children will combine materials using cutting, tearing and gluing techniques. Sort materials to create texture and use natural materials to create a nature collage	<u>3D Form</u> Sculpture - Children will work with clay to learn techniques such as rolling, moulding and carving. Use paper and card to combine shapes and create sculptures. E.g. heroes' medals or trophy

	to add texture. Create a picture of a form of transport.		<u>Printing</u> Children will print with a growing range of objects and identify the different forms printing takes
R.E. (Religious Education) Class Value: Love	2.1 How is new life welcomed? 2.2 How can we make good choices? Nativity Production	2.3 How and why do people pray? Love Value	2.4 How can we look after the planet? 2.5 What did Jesus teach and how did he live?
D.T. (Design & Technology)	Mechanisms -Design, make, evaluate: A vehicle that moves on land or a boat that floats.	Cooking and nutrition. Children will investigate the food groups needed for a healthy, balanced diet. They will design, make and evaluate a fruit salad	Sewing: Children will learn how to thread a needle and complete a simple running stitch. They will design, make a super hero hand puppet.
Computing	1. We are researching 2. We are astronauts	1. We are games testers 2. We are zoologists	1. We are detectives 2. We are photographers
Music	1. I want to play in a band 2. Nativity Production (singing)	1. Hands, Feet, Heart 2. Zoo Time	1. Friendship Song 2. Reflect, Rewind, Replay
P.E. (Physical Education)	Invasion games Gymnastics (floor transitions) Net/wall games Dance (through storytelling)	Invasion games Striking/fielding games (cricket) Gymnastics (agility, balance and coordination) Net/wall games	Swimming (intensive 3x a week) Athletics (running and jumping)
PSHE (Personal Social and Health Education)	Health and well-being Relationships Communities Shared responsibilities Media literacy and digital resilience	Mental Health Friendships Keeping safe Economic well-being – money Economic wellbeing: Aspirations, work and career	Safe relationships Keeping safe Respecting self and others Ourselves, growing and changing
Key visits, visitors and experiences	Kirklees Light Railway	Local area walks/explorations	Countryside and garden trips Great Fire of London drama