

Vernon Primary School
Long Term Plan
Year 2



| | Autumn Superheroes | Spring Hakuna Matata | Summer Where the Wild Things Are |
|------------------------------|--|---|--|
| English | <p>Narrative: Write stories set in places pupils have been. Write stories that mimic significant authors.</p> <p>Non-Fiction: Write instructions. Write recounts.</p> <p>Poetry: Write nonsense and humorous poems and limericks.</p> | <p>Narrative: Write narrative diaries. Write stories set in places pupils have been.</p> <p>Non-Fiction: Present Information. Write glossaries.</p> <p>Poetry: Write poems that use patterns, rhyme and description.</p> | <p>Narrative: Write stories with imaginary settings. Write stories that mimic significant authors.</p> <p>Non-Fiction: Write non-chronological reports.</p> <p>Poetry: Write nonsense and humorous poems and limericks.</p> |
| Maths | <p>Number – place value, four operations Measurement - money</p> | <p>Number – place value, fractions Measurement – length, height, time Geometry - shape Statistics</p> | <p>Number – four operations, problems solving, efficient methods Measurement – mass, capacity, temperature Geometry – position and direction</p> |
| Science | <p>Materials Changing - Scientists working at the Top Secret Superhero Lab alongside Professor Noit All to devise new superhero powers Sound - explore how to create an effective superhero callout</p> | <p>Light & Seasonal Changes - Take on different scientific roles such as meteorologists and climatologists, with a clear focus on how seasonal changes impact on animal migration using the narrative 'Follow the Swallow.'</p> | <p>Ourselves and other Animals - Explore the forests growing in the area to gain a greater understanding of selves and animals and to discover if any wild things are lurking nearby. Habitats - Explore habitats linked to the real wild things that live in forests.</p> |
| Computing | <p>Create codes that involve sounds and hidden looks.</p> | <p>Branching databases and use of Scratch to explore how to use, sensing, control and events to represent a digital life cycle.</p> | <p>Scratch to control when drawings appear and set the pen colour, size and shape.</p> |
| History | <p>Key Event - Heroes of the Titanic</p> | <p>Life of a significant individual - Nelson Mandela</p> | |
| Geography | <p>Explore the physical and human features of a locality, using locational language to describe a place.</p> | <p>Seasonal and daily weather patterns in Africa - compare with the UK.</p> | <p>Create an aerial map, using simple grid references, to describe the features and location.</p> |
| Art and Design | <p>Painting superheroes Artist focus: Andy Warhol</p> | <p>Animal Prints collages Artist focus: Franz Marc</p> | <p>Sculptures of a unique 'wild thing'. Artist focus: Peter Lord</p> |
| Design and Technology | <p>Textiles to design and make a cape.</p> | <p>Materials to create an African hut using a range of measuring, cutting, shaping and joining techniques.</p> | <p>Construct a moving picture that contains levers, wheels and winding mechanisms.</p> |
| Physical Education | <p>Superhero training programme to develop skills in games, dance and gymnastics activities.</p> | <p>Explorers, travelling across Africa to further develop their skills games, dance and gymnastics activities.</p> | <p>Roam the forest growing in Max's bedroom, exploring different games, dance and gymnastics activities.</p> |
| Music | <p>Compose and perform music for a superhero emergency callout.</p> | <p>Compose and perform music to depict a specific animal and its movements.</p> | <p>Use symbols to represent their composition on a sound map of a 'wild rumpus.'</p> |
| Religious Education | <p>What is God like for Christians? Why are celebrations important for Jewish families?</p> | <p>How and why do people have special ways of welcoming babies (Judaism & Christianity)? What happened when Jesus went to Jerusalem?</p> | <p>Why is Abraham important to Jews and Christians? Open-ended Enquiry/Project</p> |
| Personal Development | <p>Bronze: to improve & to not give up.</p> | <p>Bronze: to understand others.</p> | <p>Bronze: to imagine.</p> |

Curriculum Drivers

Creativity & Curiosity

Independence

Respect & Co-operation.

'Nobody else is quite like me'