



## Year 2 – Long Term Plan

	<b>Autumn 1</b>	<b>Autumn 2</b>
Main line of enquiry	What did we learn from the Great Fire of London?	Do materials to build bridges last forever or do they need to be repaired?
Supplementary questions	What fuelled the flames? Why Did London Burn?	Why is the Millennium Bridge not made from paper?
Science		<p><b>Materials</b>            identify and compare the suitability of a variety of everyday <b>materials</b>, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses            find out how the shapes of solid objects made from some <b>materials</b> can be changed by squashing, bending, twisting and stretching.</p>
History	<p>events beyond living memory that are significant nationally or globally [for example, <b>the Great Fire of London</b>, the first aeroplane flight or events commemorated through festivals or anniversaries]            the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Samuel Pepys)</p>	
Geography	<p><b>Season and Weather</b>            use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop            key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, <b>river</b>, soil, valley, vegetation,</p>
Art / DT	<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  <b>(London Landscapes)</b></p>	<p>D.T:            design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]            evaluate their ideas and products against design criteria</p>



		build structures, exploring how they can be made stronger, stiffer and more stable
English	<b>Stimulus/Novel</b> – Biff and Chip ( Magic Key Stories) <b>Poetry</b> – Hot like Fire Valerie Bloom/Nursery Rhymes (ring-o-ring of rosies) <b>Non – Fiction</b> – Chronological reports, Newspapers, Diaries	<b>Stimulus/Novel</b> – The Hodgeheg Dick King Smith <b>Non – Fiction</b> – Instructions <b>Narrative</b> – Anthony Brown The Tunnel
Enrichment Activities	Workshop – The Great Fire of London.	Design a bridge to hold a lego family.

	Spring 1	Spring 2
Main line of enquiry	Who was Florence Nightingale?	How could we improve Mr and Mrs TWIT?
Supplementary questions	What did she do for nursing?	What would make them healthier? Can you design a health improvement plan?
Science	<b>Animals including Humans</b> find out about and describe the basic needs of <b>animals, including humans</b> , for survival (water, food and air) describe the importance for <b>humans</b> of exercise, eating the right amounts of different types of food, and hygiene. <i>(introduced in connection with the Florence Nightingale topic but developed next half term)</i>	<b>Animals including Humans</b> notice that <b>animals, including humans</b> , have offspring which grow into adults find out about and describe the basic needs of <b>animals, including humans</b> , for survival (water, food and air) describe the importance for <b>humans</b> of exercise, eating the right amounts of different types of food, and hygiene.
History	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, <b>Mary Seacole</b> and/or <b>Florence Nightingale and Edith Cavell</b> ]	
Geography		name, locate and identify characteristics of the <b>four countries</b> and



		<p>capital cities of the <b>United Kingdom</b> and its surrounding seas</p> <p>use world maps, atlases and globes to identify the <b>United Kingdom and its countries</b>, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple <b>compass directions</b> (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>
Art / DT	<p>ART: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><b>Create large maps of Britain and the Crimea using a range of materials</b></p>	<p>Puppets</p> <p>D.T select from and use a wide range of materials and components, including construction materials, textiles and <b>ingredients</b>, according to their characteristics</p>
English	<p><b>Non-Fiction:</b> Letter writing / Persuasive texts / Nurses wanted posters.</p> <p><b>Narrative:</b> The Man on the Moon/Beegu</p>	<p><b>Stimulus:</b> The Twit's / George's marvellous Medicine</p> <p><b>Non-Fiction:</b> Promoting a healthy lifestyle, Healthy Meal, Writing Instructions – link to cooking project and measures in maths</p> <p><b>Narrative:</b> Character Descriptions</p>
Enrichment Activities	Florence Workshop Week 2	Making smoothies/healthy sandwich

	Summer 1	Summer 2
Main line of enquiry	Where would you prefer to live, England or the Caribbean?	Why does ( <i>choose a plant that only survives in Britain</i> ) not grow in the Caribbean and the Arctic?
Supplementary questions	What was it like to move from the Caribbean to Britain?	What eats these Plants? How are plants affected by their environment? How do plants contribute to the environment and the animals that are found there? Why are some countries hot and others cold?
Science	<p><b>Plants (seeds and bulbs)</b></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Living things (plants and animals) and their habitats</b></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in <b>habitats</b> to which they are suited and describe how different habitats provide for the basic needs of different kinds of <b>animals and plants</b>, and how they depend on each</p>



		<p>other</p> <p>identify and name a variety of <b>plants and animals</b> in their habitats, including micro-habitats</p> <p>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.</p>
History	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (link to immigration)</p> <p>significant historical events, people and places in their own locality (investigate any prominent Caribbean immigrants that settled in west London, what influences did they have?)</p>	
Geography	<p>name and locate the <b>world's seven continents and five oceans</b></p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a <b>contrasting non-European country</b></p> <p>key physical features, including: <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</b></p>	<p>name and locate the <b>world's seven continents and five oceans</b></p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a <b>contrasting non-European country</b></p> <p>identify <b>seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</b> in relation to the Equator and the North and South Poles</p> <p>key physical features, including: beach, cliff, coast, <b>forest</b>, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>This could be the beginning of a study into</p>
Art / DT	<p>DT: generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a wide range of materials and components, including construction materials, <b>textiles</b> and ingredients, according to their characteristics explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Explore and evaluate a range of existing products</p>	<p>ART: about the work of a range of artists, craft makers and designers (Caribbean Doll), describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
English	<p><b>Stimulus: The Snail and the Whale</b></p> <p><b>Non-Fiction: Holiday Brochure enticing people to come to Caribbean/ comparing different countries (UK and Caribbean)</b></p>	<p><b>Stimulus: A Necklace of Raindrops</b></p> <p><b>Non-Fiction: Caribbean animal and plants report (non-chronological reports)</b></p>



	<b>Narrative: Grace and Family (Emotions, reunion, separation – recounts)</b>	<b>Narrative: Adventure stories (linked to hurricanes, tornadoes, monsoon rain)</b>
Enrichment Activities	Invite parents/grandparents who are from the Caribbean to talk to the children about their experiences of life in London	Caribbean food/ invite children to bring in Caribbean dish (allergies)