

Year 2 – Long Term Plan

	Autumn 1	Autumn 2
Main line of enquiry	Did the Great Fire make London a better or worse place to live?	Do bridges last forever or do they need to be repaired?
Supplementary questions	What fuelled the flames? Why Did London Burn?	Why is the Viaduct not made from paper?
Science		<p>Materials Knowledge To know a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are used for particular uses.</p> <p>Skills To compare, discuss, raise and ask questions about everyday materials. To explore and experiment with a variety of materials. Perform simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?' ... for a bridge?</p> <p>Vocabulary wood, metal, plastic, glass, brick, rock, paper, squashing, bending, twisting, stretching, explore, material. hard, soft. Expressions of reason: using 'because' expressions making predictions.</p>
History	<p>The Great Fire of London Knowledge To learn about significant events beyond living memory nationally, lives of significant individuals & compare aspects of life then & now – Samuel Pepys. To understand how London's landscape has changed and how technology has developed.</p> <p>Skills To be able to Sequence events and describe memories of key events in the lives of people in this period. To find out about people and events in other times. Drama – develop empathy and understanding (hot seating, sp. and listening). Compare pictures or photographs of people or events in the past. Use a source – why, what, who, how, where to ask questions and find answers. Discuss the effectiveness of sources.</p> <p>Vocabulary</p>	

	Thomas Farynor, baker, Pudding Lane, 1666, smoke, fire, flames, escape, window, climbed, Samuel Pepys , frightened, burning, wooden, buildings, Lord Mayor, River Thames, water squirts, fire hooks, burned, diary.	
Geography	<p>Important landmarks in London (at the time of the great fire of London and present day).</p> <p>Knowledge To learn about some important landmarks in London (at the time of the great fire of London and present day).</p> <p>Skills To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of London; devise a simple map; and use and construct basic symbols in a key.</p> <p>Vocabulary key human features, including: city, town, house, shop, river,</p>	
Art / DT	<p>Look at the works of Artists Ken Done & Claude Monet cityscapes & (London Landmark paintings) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <i>(London Landscapes)</i></p> <p>Knowledge To learn about the artist Ken Done and his style of observational sketching and painting of Landmark buildings.</p> <p>Skills Use a range of drawing materials in order to make observational drawings of London landmark buildings.</p> <p>Vocabulary Landscape, Cityscape, drawing, detail, structure, perspective, focal point.</p>	<p>Creating a timed marble run will be an appealing way to further children’s experience of Design Technology. In this project, children will learn to work to design criteria (time) and can really use their imagination to make the final product functional as well as attractive. Additionally, the element of a class competition as the finale to the project will also provide the opportunity to check understanding and transfer of knowledge.</p> <ul style="list-style-type: none"> - Select from and use a wide range of materials, according to their characteristics - Build structures, exploring how they can be made stable <p>Evaluate their ideas and products against design criteria</p> <p>Knowledge How to design and build a functioning marble run.</p> <p>Skills To design and draw a marble run they will need to choose the suitable materials and appropriate measures in order to construct effectively. The pupils will need to use appropriate methods of joining when building their structure. Pupils will test their model to see if marbles will run down.</p> <p>Vocabulary</p>

		Construct, measure, build, design, join, fit, cut, width, length, height, material.
English	Stimulus/Novel – Vlad and the Great Fire of London /Great Fire of London story book Poetry – Nursery Rhymes (ring-o-ring of rosies) Non – Fiction – Chronological reports, Newspapers, Diaries	Stimulus/Novel – The Hodgeheg Dick King Smith Non – Fiction – Instructions Narrative – Anthony Brown The Tunnel
Enrichment Activities	Workshop – The Great Fire of London.	Design and create a model a 3D bridge from a selection of materials.

	Spring 1	Spring 2
Main line of enquiry	Why is it important for hospitals to be clean?	How do we keep ourselves healthy?
Supplementary questions	Why do we remember Florence Nightingale, Marie Curie, Mary Seacole? How did they improve the lives of others?	What would make them healthier? Can you design a health improvement plan?
Science		Animals including Humans Knowledge Understand 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. Skills Ask simple questions and recognise that can be answered in different ways. To observe closely, using simple equipment and perform simple tests. To Gather and record data to help in answering questions. Vocabulary Water, food, air, exercise, offspring, survival, hygiene, nutrition, grow, adults diet,

<p>History</p>	<p>Significant Individuals</p> <p>Knowledge Study Mary Seacole, Florence Nightingale, and Marie Curie – people with significant achievements and compare life then & now. To appreciate how these people influenced changes in hospital care and medicine today.</p> <p>Skills To use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in my historical learning. To explain why someone in the past acted in the way they did. To ask and answer questions and use ways to find out about the past (research, internet, books). Use a wide vocabulary of everyday historical terms.</p> <p>Vocabulary Hospital, God, Crimean War, Scutari, nurse, clean, dirty, medal, Red Cross, 1870, 1910, British Army, casualties, educated, England, financial support, nursing school, parents, professional, soldiers, wealthy, rejected, poor health, free from slavery, Jamaica, scientist, Nobel Prize, radioactive, x-ray, mobile x-ray.</p>	
<p>Geography</p>	<p>Significant Individuals and where they came from and travelled to.</p> <p>Knowledge As well as the countries, continents and oceans studied at this key stage, 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 contrasting non-European country identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Skills use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Vocabulary Country, continent, ocean, Scutari, London, Florence, weather, sea, land,</p>	<p>Capital cities of the United Kingdom.</p> <p>Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries,</p> <p>Skills Use world maps, atlases and globes to identify the United Kingdom and its countries, Use aerial images and plan perspectives to recognize landmarks and basic physical features. Identify key features of a location to say whether it is a city, town, village, coastal or rural area. Use simple compass directions (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> <p>Vocabulary London, Belfast, Cardiff, Edinburgh, England, Wales, Scotland, Northern Island, United Kingdom, city, town, capital city, village, rural, coastal.</p>

Art / DT	<p>Picasso Study – Abstract Art</p> <p>Knowledge To study the work of the artist Picasso and his style of drawing and painting. To explore the ways in which Picasso created paintings using Cubism and also the use of Colours to convey moods in his work.</p> <p>Skills Use a range of drawing materials in order to create portraits, mood paintings and still lifes in the style of Picasso.</p> <p>Vocabulary Observation, portrait, figure, cubism, facial features, still-life, colour, pattern, line and shape.</p> <p>Create large maps of Britain and the Crimea using a range of materials</p>	<p>Puppets Textiles offer children a really creative opportunity to develop a wide range of skills and link to cross-curricular projects as well as valuable life skills.</p> <p>Knowledge To be able to sew using a simple running stitch or blanket stitch. To know how to thread a needle. Name and identify which materials and tools they need/use for this task.</p> <p>Skills Explore and evaluate a range of existing animal puppets. Create a written / drawing for a design with clear annotation. Create and/or use a template/pattern to cut out puppet pieces. Use tools (needles/scissors) and equipment safely to effect an appealing, purposeful and functional design.</p> <p>Vocabulary Puppet, design, template, pattern, joining, sewing, materials, running stitch, blanket stitch, thread(ing), needle</p>
English	<p>Stimulus: Vlad and Florence Nightingale. Non-Fiction: Letter writing, Information texts</p>	<p>Stimulus: The Twits / George’s marvellous Medicine Poetry: George’s marvellous medicine for a spell poem. Non-Fiction: Letter writing Narrative: Story Writing including Character Descriptions</p>
Enrichment Activities	<p>Gunnersbury Park Trip</p>	<p>Making smoothies/healthy sandwich Promoting a healthy lifestyle, Healthy Meal Instructions</p>

	Summer 1	Summer 2
Main line of enquiry	Where would you prefer to live, England or the Caribbean?	How does the environment affect a plant and animals survival?
Supplementary	What was it like to move from the Caribbean to Britain?	What eats these Plants? How are plants affected by their environment?

questions		How do plants contribute to the environment and the animals that are found there? Why are some countries hot and others cold?
Science	<p>Plants, Seeds and Bulbs</p> <p>Knowledge To know seeds and bulbs grow into mature plants and include how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Skills Compare things that are living and dead. Observe and describe how seeds and bulbs grow. Describe how plants need water light and suitable temperature to grow and stay healthy and set up comparative test. To record data to help to answer questions. To use the local environment to make observations and comparisons of different plants.</p> <p>Vocabulary germination, stem, leaves, bulb, seed, flower, fruit, root and shoot. seed dispersal by humans, animals, birds and wind</p>	<p>Living things (plants and animals) and their habitats</p> <p>Knowledge To know all living things have certain characteristics that are essential for keeping them alive and healthy. To also understand 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter).</p> <p>Skills To be able to work scientifically by: sorting and classifying things according to whether they are living, dead or were never 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. To identify and name a variety of plants and animals in their habitats, including micro-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.</p> <p>Vocabulary living dead, never alive, habitats, micro-habitats, food chain, alive, logs leaf, under bushes, shelter, seashore, woodland, ocean, rainforest, <u>conditions</u> hot/ warm/ cold dry/ damp/ wet bright/ shade/ dark</p>
History	<p>Compare and Contract – England and the Caribbean</p> <p>Knowledge To know changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (link to immigration)</p> <p>Skills Look at significant historical events, people and places in their own locality (investigate any prominent Caribbean immigrants that settled in west London, what influences they had?)</p> <p>Vocabulary Windrush, migration, jobs, travel, ocean liner, seas, capital city, paved with gold, hopes and dreams, weather, food, poverty,</p>	
Geography	<p>Compare and Contract – England and the Caribbean</p> <p>Knowledge To know the similarities and differences through studying the human</p>	

	<p>and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country</p> <p>Skills use world maps, atlases and globes to identify the United Kingdom and continents and oceans studied at this key stage</p> <p>Vocabulary key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	
Art / DT	<p>Creating a healthy Lunch Box.</p> <p>Knowledge Which section(s) of the Eatwell Guide the ingredients in their lunchbox belong to. Which produce is in season. How to spread /cut a sandwich / prepare a snack. What improvements they would make to their design.</p> <p>Skills Children will explore and evaluate a range of ingredients through a taste test e.g. pitta vs white bread vs wholemeal bread vs 50:50. They will create a design for their lunchbox with some annotation, including a list of ingredients. Pupils will use tools and equipment safely with the correct technique (spreading/cutting/grating) to produce their lunchbox.</p> <p>Vocabulary balance, spreading, grating, cutting, bridge & claw knife, techniques, evaluate, taste test, hand hygiene, safety</p>	<p>Art: Caribbean Artists – Jacob Lawrence</p> <p>Knowledge Daniel Jean- Baptiste, Barrington Watson, Gloria Escoffery Creating an observational drawing and painting of Caribbean wildlife through the use of observational drawing, sketching and painting.</p> <p>Skills In this topic children will learn how to sketch and draw from observation in life and from photographs. They will explore the use of colour, pattern and texture.</p> <p>Vocabulary Painting, mark making, texture, colours, patterns, figures, composition and mark making.</p>
English	<p>Stimulus: The Snail and the Whale</p> <p>Non-Fiction: Holiday Brochure enticing people to come to Caribbean/ comparing different countries (UK and Caribbean)</p> <p>Narrative: Grace and Family (Emotions, reunion, separation – recounts)</p>	<p>Stimulus: A Necklace of Raindrops</p> <p>Non-Fiction: Nocturnal Animals (non-chronological reports)</p> <p>Narrative: Adventure stories (linked to hurricanes, tornadoes, monsoon rain)</p>
Enrichment Activities	<p>Invite parents/grandparents who are from the Caribbean to talk to the children about their experiences of life in London</p> <p>Caribbean food/ invite children to bring in Caribbean dish (allergies)</p>	