



Barrowcliff School- Long Term Curriculum Plan - Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Famous People	Materials	Victorians	Habitats	Comparative Study	Plants
Enquiry Question	How have people like Rosa Parks helped to make the world a better place?	What would Traction Man use to build our school?	What do we know about the Victorians and the way they lived?	Why would a dinosaur not make a good pet?	Where would you prefer to live: England or Kenya?	How old are the trees around us?
Focus Text	I am Rosa Parks by Brad Meltzer	Traction Man is Here by Mini Grey	Major Glad, Major Dizzy by Jan Oke	Wild by Emily Hughes	Lila & the Secret of Rain by David Conway & Jude Daly	Little Evie in the Wild Wood by Jackie Morris
Maths	Number & Place Value: Numbers to 100 (1.5 wks) Calculations: Addition & Subtraction (2.5 wks) Calculations: Multiplication of 2,5 and 10 (2 wks)	Calculations: Addition & Division of 2,5 and 10 (2 wks) Measurement: Length (2 wks) Measurement: mass (1 wk) Measurement: Temperature (1 wk)	Statistics: Picture Graphs (1wk) Revision & Mid-Year Assessments Calculations: More Word Problems (1wk) Measurement: Money (2 wks)	Geometry: Properties of 2D Shapes (2 wks) Geometry: Properties of 3D Shapes (1 wk) Fractions (3 wks)	Measurement: Time (1.5 wks) Measurement: Volume (1.5 wks) SATS	Review of Topics Fractions (2 wks) Calculations: Multiplication & Division (2 weeks) Shape, Space & Measures (2 weeks)

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<p>English</p>	<p>Linked Texts: <u>The Skin I'm In</u> by Pat Thomas <u>Henry's Freedom Box</u> by Ellen Levine Cameron Can Too</p> <p>Narrative- Write the sequel to Henry's Freedom Box.</p> <p>Diary Entry- Write a diary entry from the perspective of Rosa Parks or another famous person.</p> <p>Recount- Of a trip or an experience.</p> <p>Read Write inc Session (60 mins daily)</p>	<p>Linked Texts: <u>And Everyone Shouted, Pull!</u> By Claire Llewlyn <u>Newton and Me</u> by Lynn Mayer</p> <p>Narrative- Adventure story of traction man's adventures.</p> <p>Instructions- How to look after a scrubbing brush pet.</p> <p>Letter- Write a letter to Father Christmas.</p> <p>Read Write inc Session (60 mins daily)</p>	<p>Linked Texts: <u>Daisy Saves the Day</u> by Shirley Hughes</p> <p>Fact File- Create a leaflet about Victorian Scarborough.</p> <p>Recount- Of a trip or experience</p> <p>Persuasion- Write to persuade people to understand why a healthy diet is important.</p> <p>Read Write Inc Sessions (30 mins daily)</p>	<p>Linked Texts: <u>Welcome Home, Bear</u> by Il Sung Na <u>Finding Wild</u> by Megan Wagner-Lloyd</p> <p>Narrative- Re-tell the story 'Wild' to make a storybook changing the main characters.</p> <p>Discussion- Should animals be kept in zoos?</p> <p>Non-chronological report- Write a report about an animal of your choice.</p> <p>Read Write Inc Sessions (30 mins daily)</p>	<p>Linked Texts: <u>Handa's Surprise</u> by Eileen Browne <u>We Planted a Tree</u> by Diane Muldrow</p> <p>Poetry- Poem based on the weather.</p> <p>Diary Entry- Write a diary entry based on how Lila felt on the day she went up the mountain.</p> <p>Explanation- Why shouldn't we light fires in a dry forest?</p> <p>Read Write Inc Sessions (30 mins daily)</p>	<p>Linked Texts: <u>The Wild Woods</u> By Simon James <u>Tidy</u> by Emily Gravett</p> <p>Narrative- To write a complete story which includes characterisation i.e.: a good and bad character.</p> <p>Instructions- How to plant a sunflower.</p> <p>Fact File- All about plants.</p> <p>Read Write Inc Sessions (30 mins daily)</p>
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Ongoing Key Skills

Writing Composition

Talk about ideas for writing. Know what to write about. Understand that writing needs an effective opening which will differ according to the purpose of the writing Understand that writing needs an effective ending which will differ according to the purpose of the writing. Understand that writing, particularly non-narrative, needs organising into sections of related ideas. Begin to group related ideas into sections. Evaluate effectiveness of writing. Make changes following suggestions or with support. Use a modelled or suggested planning format to map out ideas for writing. Understand that writing needs an effective opening which will differ according to the purpose of the writing Understand that writing needs an effective ending which will differ according to the purpose of the writing. Understand that writing, particularly non-narrative, needs organising into sections of related ideas. Begin to group related ideas into sections. Evaluate effectiveness of writing. Make changes following suggestions or with support.

Grammar & Vocabulary

Know when to use and use different sentence types in writing. Evaluate whether sentences are used appropriately. Extend independent sentences (clauses) by adding a sentence (clause) starting with a subordinating conjunction. Use noun phrases in own writing to add detail. Evaluate the effectiveness of noun phrases used in own writing. Use commas to punctuate sentences where there are items in a list. Use apostrophes for singular possession correctly in own writing.

Know that a question needs a question mark at the end. Write question sentences with capital letters and question marks. Use a capital for the personal pronoun I in writing. Check that a capital has been used for the personal pronoun I in writing. Use capital letters for special names of people, places and the days of the week in writing. Check that capital letters have been used for the special names of people, places and the days of the week. Use the word and to join two words in a sentence. Notice that the word and can join two sentences. Know that the word and can help to join ideas together.

Spoken Language

Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions

Reading

Recognise key ideas in a text. Make predictions about possible events and characters' behaviour. Know what inference - "reading between the lines" - means. Find and explain inferences about characters' feelings and thoughts. Give reasons for characters' actions or behaviour. Use prior knowledge and reading experiences to understand text. Use the context to understand texts. Ask questions to clarify understanding. Find and discuss the setting or time in books or stories. Know that word choice affects meaning. Explain why a writer has chosen a word to affect meaning. Discuss the meaning of unfamiliar words. Identify the key events in a story. Make predictions based on the events in the story. Identify the characters in a story. Recognise a character's feelings. Say why a character has a feeling. Give an opinion about a character. Answer retrieval questions about the book. Use information from the story to support opinion. Recognise key story language. Find key story language in stories read aloud or read independently. Retell key stories orally using narrative language.

<p>Science</p>	<p>Animals Including Humans: Basic needs of animals for growth.</p> <p>Notice that animals, including humans, have offspring which grow into adults. Identifying and classifying.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Perform simple tests</p>	<p>Uses of Everyday Materials: How materials can be used and changed?</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Healthy Living: Features of a Healthy Lifestyle</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Know how to look after our teeth</p> <p>Ask questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions</p>	<p>Living Things & their Habitats: Living things within contrasting environments</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 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</p> <p>Identify and name a variety of plants and animals in</p>	<p>Electricity: Simple Circuits</p> <p>Know that electricity can be dangerous</p> <p>Recognise that batteries produce electricity</p> <p>Recognise that batteries can make bulbs, buzzers and motors work</p> <p>Recognise that electricity travels through wires</p> <p>Use drawings as a way of representing simple electrical circuits</p>	<p>Plants: Conditions for Growth</p> <p>Find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>
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				<p>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>		
Humanities	<p>History: Famous People</p> <p>Know about people who stood up against discrimination</p> <p>Know who Rosa Parks and Nelson Mandela are</p> <p>Know how women had to fight for their rights</p> <p>Know that in their lifetime and outside their</p>	<p>Geography: Weather</p> <p>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>Use geographical language and identify weather patterns in the UK.</p>	<p>History: Victorians</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know who Queen Victoria was</p> <p>Know how the lives of Victorian children were different to their lives</p>	<p>Geography: Our Planet & Us</p> <p>Name and locate the world's seven continents and five oceans</p> <p>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>Geography: Comparative study (Kenya)</p> <p>Know about the lives of people who live outside Europe</p> <p>Know that their life is different to so many other children in the world</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p>	<p>History: Chronology</p> <p>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>Ask and answer questions, choosing and using parts of stories and other</p>

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	lifetime many people have done special things that helps the world to be a better place.	<p>Identify seasonal changes across a year</p> <p>Recognise weather symbols</p> <p>Use world maps and globes to identify the UK and begin to locate other countries.</p> <p>Explain some dangers of the weather.</p> <p>Locate hot and cold countries of the world</p> <p>Make simple observations about the weather in the UK.</p>	<p>Know that many Victorian children had to work in poor conditions from a very young age</p> <p>Know that the lives of rich Victorians were very different to lives of poor Victorians</p> <p>Know that Victorian schools were different to schools today</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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>continents and oceans studied</p> <p>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>	sources to show that they know and understand key features of events.
Computing	i program	i safe	i publish	i search	i blog	i animate
	To understand that an algorithm is a process that consists of	To understand that personal information is unique to themselves	To understand the world wide web and how it has developed throughout time	To understand that the world wide web contains large amounts of information	To know what a blog is and how it will be used in the classroom	<p>To understand what an animation is</p> <p>To understand the premise of a stop-frame animation</p>

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	<p>a series of steps that achieves a specific goal</p> <p>To understand algorithms can describe everyday activities and can be followed by humans and computers</p> <p>To understand that algorithms are made up of steps</p> <p>To know that steps can be repeated</p> <p>To understand that computers need more precise instructions than humans do</p> <p>To use digital drawing tools (Scratch) to create images</p> <p>To program a simple animation</p>	<p>To understand that personal information should only be given to trusted adults</p> <p>To begin to identify the characteristics of people who are worthy of trust and who can help them make choices that keep them safe</p> <p>To understand that emotions can be a tool to help judge unsafe situations</p> <p>To understand the importance of checking with an adult before participating in an online environment</p>	<p>To consider how technology changes with time</p> <p>To share knowledge through multimedia presentations</p> <p>To plan/produce a presentation of research findings</p> <p>To create an interactive eBook</p>	<p>To use links to navigate a website</p> <p>To know that the world wide web can be used to answer questions</p> <p>To navigate a website user hyperlinks</p> <p>To locate specific information using a website</p> <p>To collect information from a number of different online sources and check they are the same</p>	<p>To log in to the class blog</p> <p>To know how to respond to the writing of others</p> <p>To know how to post on a blog</p> <p>To know how to respond to someone else's post on the class blog</p> <p>To explain what you think and why</p> <p>To use a blog to demonstrate and share learning</p> <p>To reflect on work and make improvements</p>	<p>To understand that an animation consists of characters, a stage, props, sound, text and a story</p> <p>To understand the importance of a storyboard in the story planning process</p> <p>To create A storyboard</p> <p>To understand that animations need to be scripted</p> <p>To understand that stop - frame animations involve physical characters, settings and props</p> <p>To work collaboratively in a group to achieve a common</p>
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	<p>involving movement</p> <p>To write a simple program that produces an output (text)</p>					<p>goal</p> <p>To create a stop-frame animation</p>
PE	<p>Unit 1 – Personal</p> <p>Coordination: Footwork</p> <p>Static Balance: One Leg</p>	<p>Unit 2 - Social</p> <p>Dynamic Balance to Agility: Jumping and Landing</p> <p>Static Balance: Seated</p>	<p>Unit 3 – Cognitive</p> <p>Dynamic Balance: On a Line</p> <p>Static Balance: Stance</p>	<p>Unit 4 - Creative</p> <p>Coordination: Ball Skills</p> <p>Counter Balance: With a Partner</p>	<p>Unit 5 – Physical</p> <p>Coordination: Sending and Receiving</p> <p>Agility: Reaction / Response</p>	<p>Unit 6 - Health & Fitness</p> <p>Agility: Ball Chasing</p> <p>Static Balance: Floor Work</p>
Music	<p>Hands, Feet, Heart</p> <p>Copy and clap back rhythms</p> <p>Clap the rhythm of their name</p> <p>Create simple rhythms</p> <p>Recognise and name 2 or more instruments that they hear.</p>	<p>Ho Ho Ho</p> <p>Be a rapper and find the pulse</p> <p>Create own rhythm for the class to copy back</p> <p>Understand Pitch is high and low sounds we add to the rhythm.</p>	<p>I wanna play in a Band</p> <p>Play accurately and in time</p> <p>Compose a simple melody using simple rhythms</p> <p>Recognise and name the instruments they hear</p>	<p>Zootime</p> <p>Sing and dance together, in time and with actions</p> <p>Understand that songs have a musical style.</p> <p>Play instrumental parts using C, D & E</p>	<p>Friendship Song</p> <p>Recognise all or many of the instruments they can hear.</p> <p>Compose a simple melody using simple rhythms and use as part of a class performance</p>	<p>Reflect, Rewind & Replay</p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p>

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<p>RE</p>	<p>How should we care for others and the world, and why does it matter?</p> <p>Understand how religions teach that people are valuable, giving simple examples</p> <p>Use creative ways to express their own ideas</p> <p>Talk about issues of good and bad/right and wrong, arising from stories</p> <p>Understand the different ways we care for each other</p>	<p>How and why do we celebrate special and sacred times?</p> <p>Christmas/Diwali</p> <p>Identify ways Christians celebrate Christmas and Hindus celebrate Diwali</p> <p>Ask questions about stories from the Hindu festival of Diwali</p> <p>Ask questions about stories from the Christian festival of Christmas</p>	<p>Who is Jewish and what do they believe?</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God</p> <p>Understand that Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate</p> <p>Re tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.</p> <p>Ask some questions about believing in God and offer some ideas of their own</p>		<p>What can we learn from sacred books?</p> <p>(Christians, Muslims or Jewish people)</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Re tell stories from the Christian Bible and stories from one other faith.</p> <p>Talk about issues of right & wrong/good & bad arising from stories.</p> <p>Ask and suggest answers to questions arising for the stories Jesus told as well as stories from one other religion.</p>	
<p>Art & Design</p>	<p>Art: Printing</p> <p>Print with a range of hard and soft materials e.g. Corks, pen barrels, sponge</p>	<p>Design & Technology: Mechanisms</p> <p>Understand about wheels and axis</p>	<p>Artist Study: LS Lowry</p> <p>To learn about the work of a range of artists, craft makers and</p>	<p>Art: Painting</p> <p>Continue to develop colour mixing skills (eg skin tone colours).</p>	<p>Art: Sketching Objects/Still Life</p> <p>Uses line to represent objects seen, remembered or imagined.</p>	<p>Design & Technology: Puppets</p> <p>Marking out, cutting and joining pieces of fabric.</p>

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	<p>Roll printing ink over objects to create patterns e.g. Plastic mesh, stencils</p> <p>Build repeating patterns and recognise patterns in the environment</p> <p>Create simple printing blocks with press print.</p>	<p>Develop their design ideas based on investigating vehicles in the world around them</p> <p>Understand the use and purpose of moving joints</p> <p>Join reclaimed materials</p>	<p>designers, describing the differences and similarities between different practices and discipline</p>	<p>Mix powder paint using primary colours.</p> <p>Mix black and white with other colours to make different tones. (Light to Dark)</p>	<p>Explore tone using different shades of pencil</p>	<p>Look at a selection of hand puppets and base their design on their investigations into how the puppets have been made and who they have been designed for.</p>
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