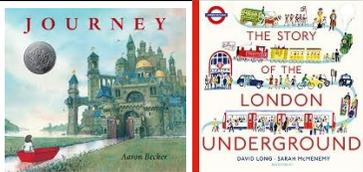


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	Autumn Transport 13 weeks	Spring We Are Britain 11 Weeks	Summer The Seaside 12 weeks
Curriculum driver-overarching question <i>Overarching - forming an arch above or CONNECTING everything together.</i>	What is the Fastest Mode of Transport?	What Makes You Proud to Live in Britain?	How do Fish Breathe?
Curriculum areas as main focus	Science	Geography / British Values	Geography
High quality texts to support curriculum delivery/ toggle texts			
Identified links to previous and future years learning <i>Students learn best when they are able to integrate new learning with what they already understand.</i>	<p>Forces [Year 4/5/6]</p> <p>Earth and Space [4/5/6]</p> <p>Inventors [Year 4/5/6]</p>	<p>Map of the Local Environment [Year 1]</p> <p>Where in the World [Year 1]?</p> <p>Places of Interest [Years 2/3]</p> <p>United Kingdom [Years 2/3]</p> <p>Seas and Oceans [Year 2/3]</p> <p>London and Our Locality [Years 2/3]</p> <p>The World [Years 2/3]</p> <p>Locational Knowledge [Years4/5/6]</p> <p>Place Knowledge [Years 4/5/6]</p>	<p>Map of the Local Environment [Year 1]</p> <p>Where in the World [Year 1]?</p> <p>Places of Interest [Years 2/3]</p> <p>United Kingdom [Years 2/3]</p> <p>Seas and Oceans [Year 2/3]</p> <p>London and Our Locality [Years 2/3]</p> <p>The World [Years 2/3]</p> <p>Locational Knowledge [Years4/5/6]</p> <p>Place Knowledge [Years 4/5/6]</p>

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<p>Retrieval opportunities and links</p>	<p>Geography – 4/5/6 – Geographical Skills and Fieldwork</p> <p>History – 4/5/6 – Inventors</p>	<p>Art – British Artists and their Inspiration [Years 2/3]</p> <p>DT – Cooking and Nutrition – Food from British Isles [Years 2/3]</p> <p>Music – British Composers and Musicians [Years 2/3]</p>	<p>Science - Living Things and Their Habitats [Years 4/5/6]</p> <p>Science – Animals Including Humans [Year 1]</p> <p>Science – Living Things [Year 1]</p> <p>Art – Collage [Years 2/3]</p> <p>DT – Seaside Amusements [Years 2/3]</p> <p>History – Mary Anning and Dinosaur Fossils [Year 2/3]</p>
<p>Hooks/ Visits/ Visitors/ concrete experiences to build knowledge</p>	<p>Rolls Royce JCB Toyota East Midland Airport Space Centre</p>	<p>Visiting places of beauty and interest</p>	
<p>Cultural Capital <i>accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</i></p>			
<p>Potential purposeful writing opportunities leading to a 'Published Polished Piece' and learning objectives to be covered</p>	<p>Non-Chronological Reports</p> <p>Adventure Stories</p>	<p>Stories from Other Cultures</p> <p>Stories Set in Familiar Settings</p>	<p>Adventure Stories</p> <p>Instructions</p>

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<p>Polished piece 1 x 2/3 weeks and to be made and shared</p> <p>Writing/SPAG objectives</p>	<p>Explanation Texts</p> <p>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify</p>	<p>Structure, Riddles, Shape and Calligrams Poetry</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Learning the grammar for year 2 in English Appendix 2</p>	<p>Poetry Appreciation</p> <p>Some features of written Standard English</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing and</p>
<p>Reading objectives</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Recognising recurring literary language in stories and poetry.</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done.</p>	<p>Reading words with two or more syllables.</p> <p>Reading suffixes.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Read most words quickly with limited need for blending.</p> <p>Re-read books to build fluency.</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>

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	<p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>		
<p>Science</p>	<p>Forces and Magnets</p> <p>Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching [Yr2]</p> <p>Compare how things move on different surfaces [Yr3]</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance [Yr3]</p> <p>Observe how magnets attract or repel and attract some materials but not others [Yr3]</p> <p>Describe magnets as having poles [Yr3]</p> <p>Predict whether two magnets will attract or repel [Yr3]</p> <p>Significant Scientist - Marie Tharp - American Mapmaker who created maps and plans showing plate tectonics and oceanic drift. Link to Geography/History. Book available - Solving the Puzzle Under the Sea</p>	<p>Everyday Materials</p> <p>Animals and Humans</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses [[Yr2]</p> <p>Find out how the shapes of solid objects made from different materials can be changed by squashing, bending, twisting and stretching [Yr2]</p> <p>Notice that animals, including humans, have offspring which grow into adults [Yr2]</p> <p>Find out about and describe the basic needs of animals, including humans, for survival [water, food, air] [Yr2]</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene [Yr2]</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat [Yr3]</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement [Yr3]</p> <p>Significant Scientist - Marie M. Daly - Marie Daly was the first African-American woman to receive a Ph.D. in chemistry in the United States. She worked closely with scientist Dr. Quentin B. Deming and their work opened</p>	<p>Habitats</p> <p>Rocks</p> <p>Explore and compare the differences between things that are living, dead and things that have been alive [Yr2]</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 [Yr2]</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats [Yr2]</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 food sources [Yr2]</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties [Yr3]</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within a rock [Yr3]</p> <p>Recognise that soils are made from rocks and organic matter [Yr3]</p> <p>Significant Scientist - Mary Anning</p>

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		<p>up a new understanding of how foods and diet can affect the health of the heart and the circulatory system.</p> <p>Resource: Biography Marie Maynard Daly, from the Science History Institute</p>	
History	<p>History of different types of transportation</p> <p>Understand changes within living memory [KS1]</p> <p>Understand changes beyond living memory [KS2]</p> <p>Commemorated festivals or anniversaries [KS1]</p> <p>Research the lives of significant individuals who have contributed to national and international achievements [KS1]</p> <p>Study significant people, places events in their own locality [KS1]</p> <p>Understand how our knowledge from the past is constructed from a range of sources [KS2]</p> <p>Research a significant turning point in British history [KS2]</p>	<p>Victorian Britain</p> <p>British Values [democracy / rule of law / individual liberty / mutual respect / tolerance]</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 [KS2]</p> <p>The changing power of monarchs [KS2]</p>	<p>Mary Anning – Fossils and Dinosaurs</p> <p>To know where people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods [KS1]</p> <p>To find out about the past and identify different ways in which it is represented [KS1]</p>
Geography	<p>Places of interest to us</p> <p>Name and locate the world's 7 continents and 5 oceans [KS1]</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas [KS1]</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country [KS1]</p> <p>Use world maps, atlases and globes to identify the UK and its countries [KS1]</p> <p>Use simple compass directions [KS1]</p> <p>Use aerial photos and plan perspectives to recognise landmarks [KS1]</p>	<p>United Kingdom</p> <p>Britain</p> <p>Great Britain</p> <p>England / Scotland / Wales / Ireland</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features [including hills, mountains, coasts and rivers] and land-use patterns; and understand how some of these aspects have changed over time [KS2]</p> <p>Describe and understand key aspects of human geography, including types of settlements and land use, economic</p>	<p>Seas and Oceans</p> <p>Name and locate the worlds 7 continents and 5 oceans [KS1]</p> <p>Name and locate cities and seaside resorts [KS1]</p> <p>Use vocabulary that refers to beaches, cliffs, coasts, seas, oceans, rivers [KS1]</p> <p>Use vocabulary that refers to ports, harbours [KS1]</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle [KS2]</p> <p>To understand key aspects of the water cycle [KS2]</p>

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		<p>activity including trade links, and the distribution of natural resources including energy, food, minerals and water [KS2]</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies [KS2]</p>	
Music	<p>Nativity</p> <p>To use voices expressively and creatively by singing songs and speaking chants and rhymes [KS1]</p> <p>Play tuned and un tuned instruments [KS1]</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression [KS2]</p> <p>Listen with attention to detail and recall sounds with increasing aural memory [KS2]</p>	<p>British Composers and Musicians</p> <p>To listen to a variety of composers [KS1 / KS2]</p> <p>Understand and explore how music is created, produced and communicated looking at pitch, duration, dynamics, tempo, timbre, texture, structure and notation [KS1 / KS2]</p> <p>Develop an understanding of the history of music [KS2]</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians [KS2]</p>	<p>Composing Music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music [KS1]</p> <p>Play tuned and untuned instruments musically [KS1]</p> <p>Improvise and compose music for a range of purposes [KS2]</p> <p>Use and understand staff and musical notations [KS2]</p>
Art	<p>Design</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space [KS1]</p> <p>Significant Artist – Lee Krasner/Jackson Pollock – action painting, linked to forces and movement. Could also use vehicles, marbles etc to make different marks and create own methods for action paintings.</p>	<p>British Artists and their Inspiration</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms [KS1 / KS2]</p> <p>To use a range of materials creatively to design and make products [KS1]</p> <p>To learn about great artists, architects and designers in history [KS2]</p> <p>Significant Artist – Henry Moore – sculpture</p> <p>Lubaina Himid – strength and friendship, working with bold colour https://www.tate.org.uk/kids/explore/who-is/who-lubaina-himid</p>	<p>Collage</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space [KS1]</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, charcoal, paint, clay] [KS2]</p> <p>Significant Artist – Helen Frankenthaler – ‘soak’ paintings, exploring different media and materials, could use to create seascapes for dioramas or for display</p> <p>Significant Artist – Claude Monet – waterlilies – moving towards abstraction – can you recreate this scene through collage?</p>

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DT	<p>Design/Make/Evaluate –</p> <p>Moving Car [linked to Forces]</p> <p>Build and apply a repertoire of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users [KS1 / KS2]</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria [KS1]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics [KS1]</p> <p>To explore and use mechanisms in their products [KS1]</p> <p>Understand the use of mechanisms in their products [KS2]</p> <p>Technical knowledge –</p> <p>Explore and use mechanisms [for example levers, sliders, wheels and axles] in their products] [KS1]</p> <p>NB – children will have had experience of creating a simple vehicle in KS1 so this vehicle must have propulsion to extend learning – investigate different ways to do this e.g. https://www.bbc.co.uk/teach/class-clips-video/science-design-and-technology-ks2-experimenting-with-balloon-powered-cars/zjsygwX</p>	<p>Cooking and nutrition –Creating and Tasting Food from Around the British Isles</p> <p>Understand where food comes from (KS1)</p> <p>Use the basic principles of a healthy diet to prepare dishes (KS1)</p> <p>Understand and apply the principles of a healthy and varied diet (KS2)</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (KS2)</p> <p>Understand seasonality and know where and how a variety of ingredients are reared, caught and processed (KS2)</p> <p>Nb – consider visit to local producer to cover last KS2 objective</p>	<p>Design/Make/Evaluate – Seaside Dioramas or Seaside Amusements</p> <p>https://www.ypo.co.uk/product/detail/510112</p> <p>OR</p> <p>https://www.twinkl.co.uk/resource/t2-d-072-moving-toys-cam-mechanisms-lesson-teaching-pack</p> <p>Tech kit moving models</p> <p>Build and apply a repertoire of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users [KS1 / KS2]</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria [KS1]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics [KS1]</p> <p>To explore and use mechanisms in their products [KS1]</p> <p>Understand the use of mechanisms in their products [KS2]</p> <p>Technical knowledge – (Cams / Pulleys)</p> <p>Explore and use mechanisms [for example levers, sliders, wheels and axles] in their products] [KS1]</p>
Online Safety	Self-image and identity	Online Relationships	Online reputation

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	<p>I can explain how other people's identity online can be different to their identity in real life. [Yr2]</p> <p>I can describe ways in which people might make themselves look different online. [Yr2]</p> <p>I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. [Yr2]</p>	<p>I can use the internet to communicate with people I don't know well (e.g. email a pen pal in another school/ country). [Yr. 2]</p> <p>I can give examples of how I might use technology to communicate with others I don't know well. [Yr2]</p>	<p>I can explain how information put online about me can last for a long time. [Yr2]</p> <p>I know who to talk to if I think someone has made a mistake about putting something online. [Yr2]</p> <p>Online Bullying</p> <p>I can give examples of bullying behaviour and how it could look online. [Yr2]</p> <p>I understand how bullying can make someone feel. [Yr2]</p> <p>I can talk about how someone can/would get help about being bullied online or offline. [Yr2]</p>
RE objectives	<p>L2.8 What does it mean to be a Hindu in Britain today? (Part 1)</p> <p>1.6 How and why do we celebrate special and sacred times? (part 2)</p>	<p>L2.1 What do different people believe about God?</p> <p>1.8 How should we care for others and the world, and why does it matter?</p>	<p>L2.2 Why is the Bible so important for Christians today?</p> <p>1.1 1:1 Who is a Christian and what do they believe? (Part 2)</p>
Computing	<p>Coding</p> <p>In line Safety</p> <p>Spreadsheets</p>	<p>Questioning</p> <p>Effective Searching</p> <p>Creating Pictures</p>	<p>Making Music</p> <p>Presenting Ideas</p>
PSHE / RSE / Wellbeing	<p>PSHE Matters: Being Me</p> <p>PSHE Matters: Bullying Matters SEAL: Say No to Bullying</p> <p>Anti-Bullying Week</p>	<p>PSHE Matters: Being Safe</p> <p>Safer Internet Week</p> <p>PSHE Matters: Money Matters</p> <p>First Aid – TA led</p>	<p>PHE Matters: Growing Up</p> <p>Sun Safety</p> <p>PSHE Matters: Changes SEAL: Changes</p> <p>Transition Events</p>

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<p>Cultural diversity links</p> <p><i>the existence of a variety of cultural or ethnic groups within a society.</i></p>	<p>Where would the children like to visit in the world. Why would they like to visit this place? Is it different to life in Britain? Is it the same?</p>	<p>How do British Values differ from other countries principles and values? Why do we think British values are important? Does it make life better? Fairer?</p>	<p>Why was Mary Anning' discovery significant?</p>
<p>Theme Share with parents/community</p>	<p>Anti-Bullying Week</p> <p>Where have you been on holiday? How did you get there?</p>	<p>Safer Internet Week First Aid</p>	<p>Sun Safety Transition Events</p>