



Aycliffe Village Primary & Nursery School



Year 2 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	A Twist in the Tale	Creation and Conservation	Bravery vs Fear	Change and Relationships	Fictional worlds and Fantasy	Urban Metropolis
Planning sequences around these books	Goldilocks & the Three Bears Lauren Child Wolves Emily Gravett OR Jim and the Beanstalk Raymond Briggs	The Journey Home Frann Preston-Gannon We Are Water Protectors Carole Lindstrom OR House Held Up By Trees Ted Kooser	The Bear Under the Stairs Helen Cooper The Minpins Roald Dahl OR The Bear and the Piano David Litchfield	The Owl and the Pussy-cat Edward Lear Tadpole's Promise Jeanne Willis OR If All the World Were... Joseph Coelho	The Dragon Machine Helen Ward Ocean Meets Sky Eric Fan and Terry Fan Or Toys in Space Mini Grey	The Great Fire of London Emma Adams Rosie Revere, Engineer Andrea Beatty OR A Walk in London Salvatore Rubbino
Maths	Number: Place value Number: Addition and subtraction	Number: Addition and subtraction Geometry: Shape	Measurement: Money Number: Multiplication and division	Measurement: Length and height Measurement: Mass, capacity and temperature	Number: Fractions Measurement: Time	Statistics Geometry: Position and direction
Science	Class Tree Study Living things and their habitats	Animals Including Humans Working Scientifically	Animals Including Humans Plants	Plants Working Scientifically	Plants Use of Everyday Materials	Use of Everyday Materials Working Scientifically
Art	Explore and draw Drawing and sketchbooks Children are introduced to the idea that artists can be collectors. Children explore observational drawing		Exploring the world through mono print Surface and colour Children explore drawing from photographs or film,		Music and art Working in three dimensions Children are introduced to the idea that artists often work in partnership and are often inspired by	

	<p>and experimental mark making and think about how they can use composition to create their artwork.</p> <p>Artists: Rosie James, Alice Fox</p>		<p>and small, closely observed objects.</p> <p>Children are introduced to mono print. They explore the work of an artist who uses mono print in his own work and are introduced to a simple mono print technique.</p> <p>Artists: Xgac'o X'are, Leonardo Di Vinci</p>		<p>other art form, in this case music and the visual arts.</p> <p>Children explore how other artists have used sound to inspire their artwork and experiment how they can use their mark making skills to both be influenced by, and to capture, the expression in music.</p> <p>Artists: Kandinsky, Various "projection mapping" artists.</p>	
Design Technology	<p>Textiles: Making Puppets</p> <p>Introduction to simple sewing skills</p> <p>Use of different materials</p>	<p>Making a Christmas Decoration</p> <p>Activities using threading, weaving and sewing – more advanced.</p> <p>Making a Christmas Card</p>	<p>Food Preparing fruit and vegetables (including cooking and nutrition requirements for KS1) - Veg kebabs</p> <p>Making salads</p> <p>Where Does Food Come From?</p> <p>Plants We Eat</p> <p>Where Do Processed Foods Come From? -Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	Making an Easter Card with a moving part	<p>Building Structures</p> <p>Buildings: The Great Fire of London. Making houses.</p>	<p>Mechanisms -Wheels and Axles</p> <p>Make a vehicle with wheels – e.g. Historical cart or making a Fire Engine that could have helped if the Great Fire of London was happening today.</p>

History	<p>Why are some places special?</p> <p>NC ref: Significant places in own locality</p> <p>Focus: Thinking about historical significance, using primary sources.</p> <p>Suggestion: Special places in the area visit and enquiry– cathedral etc.</p> <p>Durham Cathedral</p>		<p>What are the events from long ago we remember in the UK?</p> <p>Events from beyond living memory – who was here before me?</p> <p>The Great Fire of London</p>		<p>All change? Holidays now and then</p> <p>NC ref: Changes within living memory and beyond. Significant places in our own locality.</p> <p>Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources</p> <p>Suggestion: Compare holidays now and 1950s and Victorian. Use of historic environment e.g. Saltburn</p>	
Geography		<p>Why is my world wonderful?</p> <p>Simple world Maps and features.</p> <p>Focus: continent, oceans, mountains, rivers. Direction from UK.</p> <p>Use of GIS, simple world maps, atlases</p>		<p>Wherever next?</p> <p>Location and journeys.</p> <p>Focus: hot and cold places, weather, North/South/East/West.</p> <p>Key vocabulary.</p>		<p>Holidays – where shall we go?</p> <p>Place comparisons – geographical features.</p> <p>Focus: contrast area of UK and area of non-European country, e.g. UK Coast and Kenyan safari</p>
Music	<p>Hands, Feet, Heart</p> <p>Afropop, South African Music</p>	<p>Ho, Ho, Ho</p> <p>A song with rapping and improvising for Christmas.</p> <p>Festivals and Christmas</p>	<p>I Wanna Play in a Band</p> <p>Rock</p> <p>Playing together in a band.</p>	<p>Zootime</p> <p>Reggae</p> <p>Animals</p>	<p>Friendship Song</p> <p>Pop</p> <p>A song about friendship</p>	<p>Reflect, Rewind and Replay</p> <p>Classical</p> <p>The history of music, look back and consolidate your learning,</p>

						learn some of the language of music.
Computing	<p>Y2.5 My Online Life: This activity takes place over the course of the term. It covers all the DFE statutory requirements for digital literacy and online safety.</p> <p>Assessment: 12, 13, 14, 15, 16, 17, 18, 19</p>	<p>Y2.7 Presentations & Typing The children will learn to use presentation software and develop their keyboard skills.</p> <p>Assessment: 1, 2, 8, 9, 10</p>	<p>Y2.7 Presentations & Typing The children will learn to use presentation software and develop their keyboard skills.</p> <p>Assessment: 1, 2, 8, 9, 10</p>	<p>Y2.7 Presentations & Typing The children will learn to use presentation software and develop their keyboard skills.</p> <p>Assessment: 1, 2, 8, 9, 10</p>	<p>Y2.3 Story Land: The children take the role of authors to write the sequel to popular children's stories. They then create illustrations for their story and record them self-reading it in order to create an audiobook to publish online.</p> <p>Assessment: 1, 2, 8, 9</p>	<p>Y2.2 Code a Story: The children will write a basic story with illustrations. They will then turn this into an animated story using visual coding. The activity will introduce new concepts such as conditional language, repeat loops and debugging.</p> <p>Assessment: 1, 3, 4, 5, 6, 7, 8, 9, 17, 18</p>
RE	Why is the Bible special to Christians?	What can we learn from the story of St Cuthbert? How and why is light important at Christmas?	What does it mean to belong in Christianity?	How do Christians celebrate Easter?	How do Buddhists show their beliefs?	What can we learn about our local faith communities?
PSHE Jigsaw	Being Me in My World	Being Me in My World	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Gymnastics Making Shapes & Core Task Assessing Level 1/2	Games Piggy In the Middle & Ten Point Hoops	Dance Cat Dance & Moving Along	Games Target Baggers	Net and Wall Rolla Ball & OAA Where are we going	Athletics Off, Up & Away