



## Year 2 Long Term Planning overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts</b>	You can't take an elephant on a bus- Patricia Cleveland-Peck Mammoth- Anna Kemp	Dear Greenpeace- Simon James the Night Before Christmas- Clement Clarke Moor Think of Christmas book	In every house in every street- Jess Hitchman The king who banned the dark- Emily Haworth-Booth	The heart of a giant- Hollie Hughes The invisible-Tom Percival	The Day the Crayons Quit- Drew Daywalt We are here Up and down- Oliver Jeffers	The killer Cat Anne Fine The Lighthouse Keepers Lunch- David Armitage
<b>English</b>	National Curriculum Progression of Skills	National Curriculum Progression of Skills	National Curriculum Progression of Skills	National Curriculum Progression of Skills	National Curriculum Progression of Skills	National Curriculum Progression of Skills
<b>Maths</b>						
<b>Science</b>	Animals Including Humans To be able to order the life stages of a human To be able to match young to the adult of their species To be able to examine the life stages of another animal or insect To be able to sort what a particular animal and a human needs to survive and what they don't To be able to investigate the effect of exercise on the heart To be able to pose their own investigation question for exercise effects on different ages e.g. how many star jumps you can do in a minute as you get older	Living Things and their Habitats Pt 1 To be able to examine things that are alive, dead and never been alive To be able to sort things that are alive, dead or never been alive To be able to match features of things that are alive, dead or never been alive To be able to investigate microhabitats To be able to pose own question to research relating to habitats e.g. how many worms will we find under a stone at the ponds?	Uses of Everyday Materials Pt 1 To be able to examine different materials To be able to match different materials and their properties To be able to sort materials according to their own criteria e.g. hard and soft To be able to investigate different materials used around a particular area e.g. a car or school To be able to match a material to their use	Uses of Everyday Materials Pt 2 To be able to investigate absorbency of a material To be able to research own question e.g. which material is best to waterproof a roof To be able to test rigidity of a material To pose their own question based on bounce e.g. which ball will bounce the highest To be able to investigate strength To be able to pose their own question for investigating strength e.g. which paper bridge will hold the most weight	Plants To be able to examine different seeds that disperse in different ways To be able to match seeds to their dispersal method To be able to examine plants in their local environment To be able to identify what a plant needs to survive and why To be able to set own question for investigation e.g. how long will cress grow week by week?	Living Things and their Habitats Pt 2 1. To be able to match animals with what they eat 2. To be able to look at a food chain for humans 3. To be able to sort animals into simple food chains 4. To be able to understand that plants get their energy from the sun 5. To be able to investigate how a habitat is different in different weather (comparing results to autumn)
<b>Computing</b>	<u>Computing Systems and Networks</u>	<u>Programming A- Robot algorithms</u>	<u>Digital Music</u>	<u>Digital Photography</u>	<u>Pictograms</u>	Programming quizzes



## Year 2 Long Term Planning overview 2023-2024

	<p>What is information technology? Where have we seen information technology in the home and school?</p> <p>Where have we seen information technology in the world?</p> <p>What information technology does.</p> <p>How does IT improve our school and the world?</p> <p>Demonstrate safe use of information technology.</p> <p>Using information technology responsibly.</p>	<p>To understand that one event needs to happen before another one can take place. To follow instructions given by somebody else.</p> <p>To can create different algorithms for a range of sequences. To follow a sequence.</p> <p>To predict the outcome of a sequence.</p> <p>To explain the choices I make for my mat design. To explain what my algorithms should achieve.</p>	<p>I can identify simple differences in pieces of music. I can describe music using adjectives. I can say what I do and don't like about a piece of music. I can create a rhythm pattern I can use a computer to experiment with pitch I can relate an idea to a piece of music. I can explain how my music can be played in different ways. I can refine my musical pattern on a computer.</p> <p>I can add a sequence of notes to my rhythm</p> <p>I can review my work, I can explain how I changed my work.</p>	<p>I can recognise what devices can be used to take photographs.</p> <p>I can explain the process of taking a good photograph. I can take photographs in both landscape and portrait formats.</p> <p>I can explain what is wrong with a photo.</p> <p>I can recognise that images can be changed.</p> <p>I can apply a range of skills to capture a photo.</p>	<p>I can record data in a tally chart.</p> <p>I can enter data into a computer.</p> <p>I can tally objects using a common attribute.</p> <p>I can choose a suitable attribute to compare people. I can collect the data I need.</p> <p>I can collect information</p> <p>I can use a computer programme to present information in different ways.</p>	<p>I can identify the stuff a sequence.</p> <p>I can identify that a programme needs to be started.</p> <p>I can predict the outcome of a sequence of commands.</p> <p>can work out the actions of a Sprite in an algorithm. I can decide which blocks to use to meet the design.</p> <p>I can choose backgrounds for the design.</p> <p>I can choose the image to my own design. I can create an algorithm.</p> <p>I can compare my project to my design.</p>
<b>E-Safety</b>	<p><u>Self Image and Identity</u></p> <p>I can explain how other people may look and act differently online and offline.</p> <p>I can give examples of issues online that might make someone feel sad or frightened; I can give examples of how they might get help.</p>	<p>Online Relationships – Continued -</p> <p>To explain why I have a right to say 'no'.</p> <p>To explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p>	<p><u>Online Reputation</u></p> <p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent.</p>	<p><u>Managing Online Information</u></p> <p>I can use simple keywords in search engines</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need.</p>	<p><u>Health, Well being and Lifestyle.</u></p> <p>- can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and</p>	<p><u>Copyright and Ownership</u></p> <p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them</p>



## Year 2 Long Term Planning overview 2023-2024

	<p><u>Online Relationships</u> To give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risk.</p> <p>To explain who I should ask before sharing things about myself or others online</p> <p>To describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p>	<p>To identify who can help me if something happens online without my consent.</p> <p>To explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>To explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p>	<p><u>Online Bullying</u></p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame</p> <p>I can talk about how anyone experiencing bullying can get help.</p>	<p>I can explain what voice activated searching is and how it might be used, and know it is not a real person.</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be real or true.</p>	<p>the home environment.</p> <ul style="list-style-type: none"> <li>- I can say how those rules / guides can help anyone accessing online technologies.</li> </ul> <p><u>Privacy and Security</u></p> <p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private</p> <p>I can explain how some people may have devices in their homes connected to the internet and give examples</p>
--	--	---	--	--	--



## Year 2 Long Term Planning overview 2023-2024

Art/ DT	<p>ART: Texture and sculpture – looking at different textures such as different fabric materials (mesh, felt, cotton, polyester, textures paper). Create a collage of different textures. Looking at Romare Bearden for examples and discussion around texture. Artist: <b>Piet Mondrian</b></p>	<p>DT: <b>Mechanism:</b> Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a <b>moving monster</b></p>	<p>ART: Still life drawing – taking objects to draw. Using sketch books to improve their drawing skills. Looking at perspective (what angle you are looking at the object from, what shadow it casts) Look at Austin’s butterfly to talk about practising to perfect a drawing. Artist: <b>Wassily Kandinsky</b></p>	<p>DT: <b>Structures</b> Explore stability and methods to strengthen structures, to understand Baby Bear’s chair weaknesses and develop an improved solution for him to use.</p>	<p>DT: <b>Textiles:</b> Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.</p>	<p>Art: Natural collage – using natural materials outside to create a nature collage. Look at Andy Goldsworthy for inspiration. Can they make a bird using only natural resources e.g. leaves for wings, sticks for legs, berries for eyes</p>
History	<p><b>Geography:</b> Why is my world so wonderful? What are the wonderful things in our world? Where are we in this wonderful world? Let’s make a continent!</p>	<p>Why are some places special? Significant places in own locality (Tyne bridge, Durham Cathedral, Kalliope lead mine, castles etc) -What did people build before I was born -Why are these places important? -History hunt in local area</p>	<p>Fantastic firsts Events beyond living memory that are significant globally or nationally -What do we think are the most important ‘first ever’s’ to know about -When did our amazing events happen? -First ever flight -First films -First phone call -First steps on the Moon</p>	<p><b>Geography:</b> Where in the World? Where shall we go today? Geography Explorers. Why do polar bears and penguins never meet in the wild? Let’s explore the Equator! What is life like in the hottest places in the world? Do we live in a hot or a cold place?</p>	<p><b>Geography:</b> Where could we go on holiday? What might we find on holiday in the UK? What can we find out about a mystery place from the air? What would a visitor find at South Shields? What human features would we see at South Shields? Destination Kenya – what will we see? Destination Kenya – what will we see?</p>	<p>Holidays now and then Changes within and beyond living memory, significant places in our own locality</p>
Geography	<p>How are our continents divided up? Where are some our world’s most amazing places? Where are the wettest places in the world?</p>		<p>What does it mean to belong to Christianity?</p>	<p>How do Christians celebrate Easter?</p>	<p>How do Buddhists show their beliefs?</p>	
RE	<p>Why is the bible special to Christians? What can we learn from St Cuthbert?</p>	<p>How and why is light important at Christmas?</p>	<p>What does it mean to belong to Christianity?</p>	<p>How do Christians celebrate Easter?</p>	<p>How do Buddhists show their beliefs?</p>	<p>How do Buddhists show their beliefs?</p>
Music	<p>Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different</p>	<p>Repeat back longer rhythms (at least two bars); performing from basic notation including crotchets and minims</p>	<p>Sing back short melodies that use around 3 notes; Recognise basic rhythmic notation including crotchets and minims and perform it back</p>	<p>Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation</p>	<p>Play longer phrases on untuned percussion instruments and body percussion</p>	<p>Sing simple songs and folk songs in rounds</p>



## Year 2 Long Term Planning overview 2023-2024

	time signatures (3/4 and 4/4)					
<b>PE</b>	Gymnastics	Gymnastics	Fitness	Dance	Games Skills	Striking and fielding
<b>PSHE</b>	<p>Making friends; feeling lonely and getting help</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>The internet in everyday life; online content and information</p>	<p>What money is; needs and wants; looking after money</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<p>Growing older; naming body parts; moving class or year</p> <p>Safety in different environments; risk and safety at home; emergencies</p>
<b>Rights Respecting</b>	<p>Article 15 – right to choose your friends.</p>	<p>Article 3 &amp; 5 – adults should do what is best for you.</p> <p>Article 16 – right to privacy.</p>	<p>Article 1 &amp; 2 – everyone has rights</p> <p>Article 3, 4 &amp; 5 – adults and government should make sure your rights are respected</p>	<p>Article 12 – the right to give your opinion</p> <p>Article 14 – right to choose your own beliefs</p>	<p>Article 28 – right to an education</p> <p>Article 29 – right to develop talents and abilities</p>	<p>Article 24, 26, 27 – you have the right to help if in need.</p>