




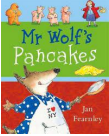

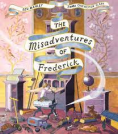

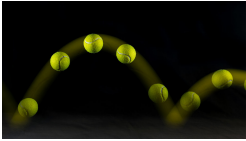








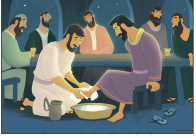
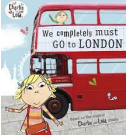

















Year 2 2021-2022 Long Term Plan	Autumn 1 6 Weeks 2 Days (Start Thurs)	Autumn 2 7 Weeks 3 Days	Spring 1 6 Weeks 4 Days (Start Tues)	Spring 2 6 Weeks
English	<p><u>Writing</u></p> <p>The Man on the Moon by Simon Bartram. Goldilocks by Lauren Child.</p>  <p><u>Reading</u></p> <p>Dougal's Deep-Sea Diary by Simon Bartram.</p> 	<p><u>Writing</u></p> <p>Tidy by Emily Gravett. The Great Fire of London by Emma Adams.</p>  <p><u>Reading</u></p> <p>Too Much Stuff! By Emily Gravett</p> 	<p><u>Writing</u></p> <p>The True Story of the Three Little Pigs by Jon Scieszka. The Frog Olympics by Brian Moses.</p>  <p><u>Reading</u></p> <p>Mr Wolf's Pancakes by Jan Fearnley.</p> 	<p><u>Writing</u></p> <p>The Clockwork Dragon by Jonathan Emmett. The Rascally Cake by Jeanne Willis.</p>  <p><u>Reading</u></p> <p>The Misadventures of Frederick by Ben Manley.</p> 
Resources Needed	Dougal's Deep Sea Diary.	The Great Fire of London.	The True Story of the Three Little Pigs. Mr Wolf's Pancakes. The Frog Olympics.	The Rascally Cake, The Misadventures of Frederick.
Maths	<p><u>White Rose</u></p> <p>Number: Place value (2wks). Number: Addition and subtraction (2wks). Measurement: Money (1wk). Number: Multiplication and division (1wk). +2 days addressing gaps/ key skills</p>	<p><u>White Rose</u></p> <p>Number: Multiplication and division (1wk). Statistics (1wk). Geometry: Properties of shape (2wks). Measurement: Time (2wks). Consolidation and DfE Ready-to-Progress Documents (1wk).</p>	<p><u>White Rose</u></p> <p>Number: Fractions (2wks). Measurement: Mass, capacity and temperature (2wks). Measurement: Length and height (1wk). Geometry: Position and direction (1 wk). Consolidation and DfE Ready-to-Progress Documents (4 days).</p>	<p><u>White Rose</u></p> <p>Number: Place value (1wk). Number: Addition and subtraction (2wks). Number: Multiplication and division (2wks). Measurement: Money (1wk).</p>
Resources Needed	Place value apparatus. Coins. Counting apparatus.	Shapes. Clocks. Counting apparatus.	Fraction apparatus (cake/ biscuits/ chocolate bar/ sweets). Scales. Thermometers. Marked containers. Rulers and metre rules.	Coins. Counting apparatus. Place value apparatus.
Science	<p><u>Materials</u></p> <p>Sorting materials. Natural and man-made materials. Different materials that are used for the same product. Changing shape – plasticine, stones, elastic bands. Paper bridges.</p> 	<p><u>Materials</u></p> <p>Which is the strongest paper? Mopping up. Are bricks absorbent? Making fabric waterproof. Which ball is the bounciest? Testing rigidity</p> 	<p><u>Living Things & Their Habitats</u></p> <p>Living and non-living things Living, dead and never alive Local habitats Microhabitats Habitat suitability</p> 	<p><u>Plants</u></p> <p>Starting to grow Nurturing young plants Dying and re-growing plants Harvesting mature plants Reaching maturity</p> 
Resources Needed	Paper, toy cars, objects for sorting, objects for studying materials, plasticine, elastic bands, stones, hoops.	Assortment of balls, sugar paper, metre rules, assortment of papers, freezer bags, weights, paper clips, containers, assorted paper towel and kitchen cloths, rulers, wax crayons, pipettes	Photos, clipboards, paper, microscopes, magnifying glasses.	Plant pots, soil and compost, cress seeds, cotton wool, eggshells, nasturtium seeds.
Religious Education	<u>Creation</u>	<u>Prayers, Saints and Feast</u>	<u>Christmas</u>	<u>Lent</u>

	<div></div> <div><p>‘How do people and stories in the Old Testament inspire us to look after God’s creation?’</p><p>God as creator and how He works through His people to protect His creation. Why the Old Testament is proclaimed as the Word of God. The Jewish festival of the harvest (Sukkot).</p><p>Scripture: <i>Genesis 6: 9 -22</i> <i>Jonah ch.1 & 2</i> <i>Genesis 1:3, 9, 20, 24, 26</i> <i>Psalms 19: 1-6</i> <i>Luke 12: 27-28</i> <i>Isaiah 41: 17-18</i> <i>Psalms 147: 4-5, 8-9, 15-18</i></p><p>Harvest Celebration</p></div>	<div></div> <div><p>‘How can the examples of Mary and the saints show us how to respond to the call of Jesus?’</p><p>The knowledge of the life of Mary and Jesus through prayer (the Rosary) and Scripture. The lives of some saints who responded to the call of Jesus. Islam and the feast of Ramadan.</p><p>Scripture: <i>John 2:1-12</i> <i>Matthew 2:13-15</i> <i>Mark 2:13-17</i> <i>Any Scripture linked to the individual Mysteries.</i></p><div><p>Advent</p></div><p>‘How can we help prepare the way for the Lord?’</p><p>The symbolism to help us to get ready to meet Jesus. The main themes/symbols linked to Advent.</p><p>Scripture: <i>Isaiah 7:14</i> <i>Luke 1:8-23</i> <i>Luke 3: 1-17</i> <i>Matthew 3:1-12</i> <i>Isaiah 9</i></p></div>	<div></div> <div><p>‘Which are the key journeys in the Christmas Story?’</p><p>How we can get to know Jesus through the journeys of others. The journey of the Magi in detail and introduce the Flight to Egypt.</p><p>Scripture: <i>Luke 1:26-38</i> <i>Matthew 1:18-23</i></p><div><p>Revelation</p></div><p>‘How do the example and teachings of Jesus show us what we should do as one of his followers?’</p><p>Stories from the Scripture which show how special Jesus is, in particular the miracle stories. The three duties of a Sikh.</p><p>Scripture: From earlier year groups: <i>John 2: 1-12</i> <i>Luke 15: 11-32</i> <i>Mark 4: 35-41</i> <i>Luke 7: 1-10</i> <i>Mark 4: 1-9</i> <i>Matthew 25: 14-30</i></p></div>	<div></div> <div><p>‘Why is Lent a time for repentance and forgiveness?’</p><p>Lent as preparation for Easter, commencing with Ash Wednesday, and being a time of seeking forgiveness and doing penance. Look in detail at the ‘Our Father’. The Torah and the Jewish faith.</p><p>Scripture: <i>Luke 15: 1-7</i> <i>Matthew 18: 21-23</i> <i>Matthew 18: 23-35</i> <i>The Text of the Our Father</i> <i>Luke 15: 11-32</i></p><div><p>Holy Week</p></div><p>‘What messages from Holy Week can guide us today?’</p><p>Look at the Crucifixion of Jesus and consider the events of Holy week through the eyes of Mary.</p><p>Scripture: <i>Matthew 27: 32 – 50</i> <i>John 13: 1 – 15</i> <i>John 15 : 12</i></p></div>
Resources Needed	God Matters. Supplementary Guidance. Bibles.	God Matters. Supplementary Guidance. Bibles.	God Matters. Supplementary Guidance. Bibles.	God Matters. Supplementary Guidance. Bibles.
Art and Design		<div><p>Designers – Lauren Child</p><p>Who is Lauren Child? Key features of Lauren Child’s work. Making comparisons between illustrators and testing techniques. Experimenting with collage techniques. Creating a narrated Great Fire picture in the style of Lauren Child. Critiquing collages.</p></div>		<div><p>Artists – Paul Klee and Guiseppe Arcimboldo</p><p>Look at the work of Paul Klee. Compare his work with other artists of his time. Explore Paul Klee’s techniques. Experiment with pastels and ink. Create castle pictures in the style of Paul Klee. Study the work of Guiseppe Arcimboldo. Compare his work with other artists around at the same time. Experiment with bird and fish pictures. Experiment with fruit and vegetable portraits. Critique artwork.</p></div>

		Pencils, colouring pencils, pens, photos, photocopies, wallpaper samples, glue. We Completely Must Go to London by Lauren Child.		Pictures of Paul Klee’s work. Pastels, pencils, colouring pencils, ink, pictures of Guiseppe Arcimoldo’s work, fish and bird outlines,, fish and bird pictures, vegetable pictures, glue.	
Computing	<u>Using the Internet</u> One word search For kids Links Taking photos for our blog Blogging Comments	<u>Presentation Skills</u> Folders What is a presentation? New slide, new layout Add and format an image Reorder slides and present Searching and printing	<u>Online Safety</u> Digital footprints Keywords You be the judge Rate and review Being kind online Cyber snakes and ladders Links to Safer Internet Day – 8 th Feb	<u>Preparing for Turtle Logo/ Programming Turtle Logo and Scratch</u> Moving forward and making turns Half and quarter turns Right 90 and left 90 Completing algorithms Command abbreviations From here to there Drawing shapes Repeat Movement and sound Repeat and say something Green flag Sprites	P M P C P C
Resources Needed					
Design and Technology	<u>Windmills</u> Exploring windmills (Linked to Geog – Bembridge Windmill). Making strong bases. Making sails. Designing a model windmill. Constructing a model windmill. Evaluating the windmill. 		<u>Holibob Bear’s Picnic Snacks</u> Farmed, caught and grown. Explore and taste foods. Teddy Bear biscuits. Designing a picnic skewer. Creating a picnic skewer. Evaluating our cooking. 		In M S D M E
Resources Needed	Photos of Bembridge Windmill. Lolly sticks, newspaper, glue, string, paper plates, plastic cups, pipe cleaners., card.		Various picnic food items, flour, sugar, butter, cookie cutters, range of fruit, wooden skewers.		R n
Geography	<u>The Isle of Wight and the UK</u> The road where I live and my house. The town I live in. Towns on the Isle of Wight and their features. Trip to Isle of Wight landmarks. Key human features on the Isle of Wight.  UK – Countries, capitals and seas. Identifying key geographical features of the UK. Locating London on a map and describe its location. Identifying and describing London landmarks. Using compass points and		<u>The World</u> France – French life and culture. China - The Great Wall of China. Australia - Australian landmarks and climate. Africa – difference between urban and rural areas, as well as exploring traditional African culture. North America - The USA. The most famous landmarks around the third largest country in the world, including the Statue of Liberty, Mount Rushmore and the Golden Gate Bridge. South America – the features and culture of Brazil. ‘Christ the Redeemer’ statue, Sugarloaf Mountain and the rainforest. Antarctica – the difficult climate and terrain.		A W W U a A fe P tr C T E T P A T C

	<p>positional direction to navigate between London landmarks. Identify and describe a variety of geographical features in London.</p> 			
Resources Needed	Maps of the Isle of Wight and the UK. Maps of England, Scotland, Wales and Northern Ireland. Photos of geographical features and landmarks of the Isle of Wight and the UK.		Lesson PowerPoints, maps of the world, maps of the seven continents, non-fiction texts, Google Earth.	
History		<p><u>The Great Fire of London</u></p> <p>How can we work out why the Great Fire started? (Enquiry). What happened during the Great Fire and how do we know? Samuel Pepys diary. Why did the Great Fire burn down so many houses? Could more have been done to slow the spread of the fire? How did people manage to live through the Great Fire? How shall we rebuild London after the Great Fire?</p> 		<p><u>Castles</u></p> <p>Can we help our American Millionaire to make his castle come alive? Who built the first castles and why? What were Norman castles like? The structure of a medieval castle. Carisbrooke Castle. Spying on your rival lord’s latest new castle. What was life like for people living in medieval castles? How do you become a knight? How has the Tower of London’s use changed over time?</p> 
Resources Needed		Lesson PowerPoints, printouts from slides, Museum of London website, storytelling resource, what sources tell us sheet, who did what sheet, best way of helping people sheet, rebuilding London info sheet, assessment tasks, non-fiction texts.		Lesson PowerPoints, photographs, various non-fiction texts, information sheets about knights and life in a castle.
Music	<p><u>Ourselves</u></p> <p>The use of vocal sounds to express feelings. Notate pitch shape and duration using simple line graphics. The structure of call and response songs.</p> <p><u>Toys</u></p> <p>Mark beats within a four-beat metre.</p>	<p><u>Our land</u></p> <p>Ways of producing sounds (e.g. shake, strike, pluck). Match descriptive sounds to images. Explore timbre and texture to understand how sounds can be descriptive.</p> <p><u>Our bodies</u></p> <p>Chant and sing in two parts while playing a steady beat. Listen to and repeat rhythmic patterns on body percussion and instruments.</p>	<p><u>Animals</u></p> <p>Play pitch lines on tuned percussion. Understand and perform rising and falling pitch direction. Read and write simple pitch line notation. Combine pitch changes with changes in other elements/ dimensions.</p> <p><u>Number</u></p> <p>Perform a steady beat and simple rhythms using movement, percussion and body percussion. Understand and differentiate between beat and rhythm.</p>	<p><u>Storytime</u></p> <p>Explore voices to create descriptive musical effects. Combine sounds to create a musical effect in response to visual stimuli.</p> <p><u>Seasons</u></p> <p>Sing with expression, paying attention to the pitch shape of the melody. Accompany a song with vocal, body percussion and instrumental ostinati. Identify rising and falling pitch.</p>
Resources Needed	Music Express book and CD. Instruments.	Music Express book and CD. Instruments.	Music Express book and CD. Instruments.	Music Express book and CD. Instruments.

Physical Education	<p>Locomotion</p> <p><u>Dodging 1</u> Dodging and learn how to dodge effectively. Develop dodging techniques and apply this into games. The roles of attacking and defending and when we attack and when we defend. How, where and why to dodge in game situations working as a team. How, where and why to dodge, into a level 1 competition.</p> 	<p>Ball Skills</p> <p><u>Hands 1</u> Dribbling in order to keep control and possession of the ball. Passing and receiving in order to keep possession of the ball. Dribbling, passing and receiving in order to keep possession of the ball. Dribbling in order to keep possession and score a point. Passing and receiving in order to keep possession and score a point. Dribbling, passing and receiving in order to keep possession and score a point.</p> 	<p>Gymnastics</p> <p><u>Pathways</u> Different pathways (zig-zag), creating movements that link together. Different pathways (zig-zag), creating movements that link together on apparatus. Different pathways (curved), creating movements that link together. Different pathways (curved), creating movements that link together on apparatus. Create own sequences. Perform own sequences.</p> 	<p>Teambuilding</p> <p>Introduce teamwork and what makes an effective team. Skills required to make an effective team. Why it is important to trust our partner (team) to be successful. Cooperation and communication skills to complete a challenge as a team. Simple team strategies. Team strategies to solve a problem.</p> 	
	<p>Dance</p> <p><u>Water</u> Explore and respond to a stimuli through structured tasks. Whole group movement and how to work safely in the dance space. Improvisation to explore various dynamics and movement qualities. Using whole body to create sequences of movement. Improvised movement to explore various changing sound dynamics. Basic actions as an individual and in sequence.</p> 	<p>Gymnastics</p> <p><u>Linking</u> Different movements that can link together. Different movements that can link together on apparatus. Different ways to perform the sequence: jump, roll and balance. Different ways to perform a sequence on apparatus: jump, roll and balance. Create own sequences. Perform completed sequences.</p> 	<p>Ball Skills</p> <p><u>Feet 1</u> Dribbling using feet in order to keep control and possession of the ball. Passing and receiving using feet in order to keep possession of the ball. Dribbling, passing and receiving using feet in order to keep possession of the ball. Dribbling using feet in order to keep possession and score a point. Dribbling, passing and receiving using feet, in order to keep possession and score a point. Dribbling, passing and receiving in order to keep possession as a team and score a point.</p> 	<p>Ball Skills</p> <p><u>Hands 2</u> Underarm throwing and understanding of the need to be accurate when throwing. Execution of an underarm throw. Underarm throwing and the basic principles of attack vs defence. Underarm throwing to beat an opponent. Overarm throwing and apply understanding to win a game. Attack vs defence in a competition.</p> 	
	Resources Needed	Bibs, cones, tags and belts, tennis balls, chalk, hoops, dodgeballs.	Basketballs, cones, chalk, bibs.	Footballs, chalk, cones, floor markers, bibs.	Hoops, beanbags, cones, number cards, blindfolds, buckets, benches, ropes, tennis balls.
	PSHE/ RSHE	<p>What makes a good friend?</p> <p>Relationships Being Kind Let It Out Friends Falling Out Showing You Care Uncomfortable Feelings</p>	<p>What is bullying?</p> <p>Relationships Behaviour Bullying Words and actions Respect for others</p>	<p>What jobs do people do?</p> <p>Living in the wider world People and jobs Money Role of the internet</p>	<p>What helps us to stay safe?</p> <p>Health and wellbeing Keeping safe Recognising risk Rules</p>
	Resources Needed				

Curriculum Trips	7.9.21 Bembridge Windmill (£3, £6)	Virtual visit from Great Fire of London drama group. Visit to a bakery? Or visit from a baker?		Carisbrooke Castle.
	14.9.21 Minibus tour of Isle of Wight Landmarks.			