



Always our best, for God, each other, and ourselves.

St. Ann's Church of England Primary School

YEAR 2 LONG TERM PLAN 2020-21

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<i>See English Long Term Plan</i>					
MATHEMATICS	<i>See Maths Long Term Plan</i>					
SCIENCE	<p><u>ANIMALS INCLUDING HUMANS</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals herbivores, carnivores and omnivores. Y1 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) AIH 2 GG 15 <p><u>PLANTS</u></p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants P1 <p><u>LIVING THINGS AND THEIR HABITATS</u></p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive LTATH 1 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 LTATH 2 (A,B) GG 11 		<p><u>EVERDAY MATERIALS</u></p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses EM1 GG 7, 12 <p><u>ANIMALS INCLUDING HUMANS</u></p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults AIH 1 <p><u>PLANTS</u></p> <ul style="list-style-type: none"> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy P2 <p><u>LIVING THINGS AND THEIR HABITATS</u></p> <ul style="list-style-type: none"> 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 LTATH 2 (A,B) 		<p><u>LIVING THINGS AND THEIR HABITATS</u></p> <ul style="list-style-type: none"> identify and name a variety of plants and animals in their habitats, including microhabitats LTATH 2. 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 LTATH 4 <p><u>ANIMALS INCLUDING HUMANS</u></p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. AIH 3 GG6 <p><u>EVERDAY MATERIALS</u></p> <ul style="list-style-type: none"> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching EM2 	
RE	<p>1.7 Why is baptism so special?</p> <p>2.1 The Bible</p> <ul style="list-style-type: none"> Widen the children's understanding of the Bible, its contents, presentation and importance to Christians. 	<p>2.2 Christmas</p> <ul style="list-style-type: none"> Look at the story of Christmas from the perspective that it was good news then and now. <p>Journey to Bethlehem</p> <ul style="list-style-type: none"> Emphasise the length of the journey to Bethlehem made by Mary and Joseph and the significance of those who also made the journey to visit Christ the Child. 	<p>2.3 Jesus is a Friend to Everyone</p> <ul style="list-style-type: none"> Enjoy the stories of Jesus' miracles and to increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as his friend. 	<p>2.4 Easter Symbols</p> <ul style="list-style-type: none"> Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. 	<p>2.5 Why is the church a special place for Christians</p> <ul style="list-style-type: none"> Give children an understanding of 'Church' as a place and as a body of people. We will also focus on other places of Worship in other faiths. <p>FBV: Tolerance of different cultures and religions.</p> <p>A2: Non-Discrimination</p> <p>A14: Freedom of thoughts</p>	<p>Ascension and Pentecost</p> <ul style="list-style-type: none"> Begin to develop the children's knowledge and understanding of these two very significant events. Give children an opportunity to explore the concept of God as three in one. Emphasise the importance of these events in the life of Jesus and the Church, then and now. <p>World Faiths – introduction to Islam special</p>

<p>PSHE, CITIZENSHIP & RSE (inc MH&WB)</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> I can identify some of my hopes and fears for the year. I understand the rights and responsibilities for a member of my class and school. I can listen to other people and contribute my own ideas. <p>FBV: Mutual Respect. E&D GG 3 A12,13: respect the views of a child</p>	<p>Relationships</p> <ul style="list-style-type: none"> I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to resolve conflict with my friends. <p>FBV: Mutual Respect. E&D GG 16 A12: respect the views of a child</p>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> I can identify some ways in which my friend is different to me. I can tell you why I value their differences. <p>FBV: Tolerance of different cultures and religions. E&D GG 16 A12,13: respect the views of a child</p>	<p>Dreams & Goals</p> <ul style="list-style-type: none"> I can explain some of the ways I worked cooperatively in my group. I can express how I feel. <p>E&D A12: respect the views of a child</p>	<p>Healthy Me</p> <ul style="list-style-type: none"> I can make some healthy snacks and explain why they are good for my body. <p>FBV: Individual Liberty A12: respect the views of a child</p>	<p>places</p> <p>Changing Me</p> <ul style="list-style-type: none"> I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. <p>E&D A12: respect the views of a child</p>
<p>COMPUTING</p>	<p>LEGO BUILDERS Y1 3 weeks</p> <ul style="list-style-type: none"> Children know that to achieve the effect they want when building something, they need to follow accurate instructions. Children know that correcting errors in an algorithm or program is called 'debugging'. <p>MAZE EXPLORERS 3 Weeks</p> <ul style="list-style-type: none"> Children know how to use the direction keys in 2Go to move forwards, backwards, left and right. Children know how to add a unit of measurement to the direction in 2Go Challenge 2. Children know how to undo their last move. 	<p>ANIMATED STORIES 3 weeks</p> <ul style="list-style-type: none"> I know the difference between a traditional book and an e-book. I can use the I can add an animation to my picture. I can create my own music and add it to my page. I can share my story book on a class story book display board. <p>TECHNOLOGY OUTSIDE SCHOOL 3 Weeks</p> <ul style="list-style-type: none"> Children understand what is meant by 'technology'. Children have considered types of technology used in school and out of school. 	<p>2.1 CODING 3 Weeks</p> <ul style="list-style-type: none"> Children can explain that an algorithm is a set of instructions. Children can describe the algorithms they created. Children can code a program using a variety of objects, actions, events and outputs successfully. <p>2.3 SPREADSHEETS 3 Weeks</p> <ul style="list-style-type: none"> Children can explain what rows and columns are in a spreadsheet. Children can create a table of data on a spreadsheet. Children can use the data to create a block graph manually. 	<p>2.4 QUESTIONING</p> <ul style="list-style-type: none"> Children understand that the information on pictograms cannot be used to answer more complicated questions. Children have used a database to answer simple and more complex search questions. <p>2.5 EFFECTIVE SEARCHING</p> <ul style="list-style-type: none"> I can recall the meaning of key Internet terms. I have completed a quiz about the Internet. I can identify the basic parts of a web search engine search page. I have learnt to read a web search results page. 	<p>2.6 CREATING PICTURES</p> <ul style="list-style-type: none"> I can explain what is meant by impressionist art. I can use 2Paint a Picture to create my own art based upon this style. I can explain what pointillism is. I can combine more than one effect in 2Paint a Picture to enhance my patterns. I can describe surrealism art. I can use the eCollage function in 2Paint a Picture to create my own surrealist art using drawing and clipart. 	<p>2.7 MAKING MUSIC</p> <ul style="list-style-type: none"> Children understand what 2Sequence is and how it works. Children have used the different sounds within 2Sequence to create a tune. Children have uploaded and used their own sound chosen from a bank of sounds. Children have created, uploaded and used their own recorded sound. Children have created their own tune using some of the chosen sounds. <p>2.8 PRESENTING IDEAS</p> <ul style="list-style-type: none"> Children have examined a traditional tale presented as a mind map, as a quiz, as

	<ul style="list-style-type: none"> Children know how to debug their algorithm. Children have tried each other's challenges as 2Dos. 	<ul style="list-style-type: none"> Children have recorded 4 examples of where technology is used away from school. <p>FBV: Rule of Law GG 9</p>		<ul style="list-style-type: none"> I can search for answers to a quiz on the Internet. I have created a leaflet to consolidate my knowledge of effective Internet searching. 		<p>an e-book and as a fact file.</p> <ul style="list-style-type: none"> Children know that digital content can be represented in many forms. Children have made a quiz about a story using 2Quiz. Children can talk about their work
<p>LUNAR: HISTORY</p>	<p>Great Fire of London</p> <ul style="list-style-type: none"> I know that the GFOL occurred in 1666. I know it happened centuries ago. I know that buildings were mostly made from wood, straw and pitch which are flammable materials. I know that buildings were very close together and streets were narrow. I know the fire started on the 2nd September. I know that the fire continued for four days and spread quickly. I know the events of the fire and the order in which they happened. I know that Thomas Farriner's bakery in Pudding lane was the source of the fire. I know that Samuel Pepys was a man living in London at the time and was an 	<p>The Victorians</p> <ul style="list-style-type: none"> I know that Queen Victoria ruled from 1837 to 1901. I know that the Victorian Period was named after Queen Victoria. I know the differences between Victorian and modern children. I know that poorer children had to work to help support their family. I know that schools were often for the rich and wealthy Victorian children. I understand that for poor children, child labour was common. I know what Lord Shaftesbury did and why it was so important. I know what jobs that children had in factories. I know that poor children worked and lived in dangerous conditions. I know that in 1880 it became compulsory for children aged 5-10 to go to school. I know that lessons focused on the 3 Rs (reading, writing and arithmetic) I can compare the responsibilities of adults during the Victorian era to adults now. I can explain who George Stephenson is and why he is known as the 'father of the railway'. <p>A27: adequate standard of living A28: The right to an education</p>				

eye witness.

- I know that he wrote a diary describing the fire.
- I know that this is one of the most important sources of information about the fire (introduce that this is a primary source).
- I know the different methods people used to stop the fire.
- I know that the River Thames stopped the fire spreading south.
- I know that the fire destroyed many houses.
- I know what a monarch is and their responsibilities.
- I know that the monarch at the time was King Charles II.
- In 1668 new rules/ regulations were put in place that said that buildings had to be made of stone and brick to stop a similar fire happening again.
- I know that after the fire, the London Fire Brigade was set up to stop this happening again.
- I know that the official death count was 6.
- I know what an artefact is.

GG 12

**LUNAR:
GEOGRAPHY**

**A Tale of Two Cities
Kampala to Liverpool**

- I can locate the continent of Africa on a world map.
- I can identify some human and physical features in Africa.
- I can locate Kampala on the map.
- I can identify similarities between Kampala and Liverpool.
- I can use an aerial photograph to spot human and physical features of Kampala.
- I know that a plan perspective is a drawing from a bird's eye view.
- I can explore the human geography of Liverpool.
- I can explore the physical geography of Liverpool.
- I know that human features are man made.
- I know that physical features occur naturally.
- I know that Liverpool is a city in the United Kingdom close to their locality.
- I can understand the difference between a refugee and an immigrant.
- I can identify the impact of migrating

The Journey Home

- I can explain what a continent is.
- I can explain what an ocean is.
- I can name and label the 7 continents and know the size order.
- I can name and label the 5 oceans and know that the Pacific Ocean is the largest.
- I can use simple compass directions (N,S,E,W,)
- I can discuss the different human and physical features of the different continents.
- I know that human features are man-made.
- I know that physical features occur naturally
- I can recognise that changes are happening on our planet and the reason why.
- I know that an aerial photograph has been taken from above.
- I can identify hot and cold areas in the world.
- I can explain why the physical geography of our world is changing.
- I can devise a simple map and construct a basic key.
- I know how to use symbols to draw a map.

GG 12

The Journey Home

FBV: Rule of Law

				<p>to another country.</p> <ul style="list-style-type: none"> • I know that Liverpool is built close to the River Mersey. • I know that Kampala is the capital city of Uganda.. • I know that it is on the shore of Lake Victoria. • I know the difference between a lake and a river. • I can compare key aspects (climate, vegetation, population, landmarks and transport) between Liverpool and Kampala. • I know that Kampala is closer to the equator than Liverpool. <p>FBV: Tolerance of different cultures and religions. E&D A30: Children from minority or indigenous groups</p>	
ART & DESIGN	TBC				
DESIGN & TECHNOLOGY		<p>Enterprise Project: Textile Product: Victorian Christmas</p> <ul style="list-style-type: none"> • I think of ideas and plan what to do next, based on what I know about materials and components. • I can develop my own ideas from initial starting points. • I produce a plan 	<p>DT Project: Victorians Truck to Carry Coal</p> <ul style="list-style-type: none"> • I think of ideas and plan what to do next, based on what I know about materials and components. • I can develop my own ideas from initial starting points. • I produce a plan using models, pictures and words to describe my designs. • I know the features of familiar products. • I can design a product that matches a design brief. • <i>I can design a product for an intended audience.</i> • I have explored how moving objects work. • I have made a product that uses movement. 	<p>Cooking & Nutrition Unit</p> <ul style="list-style-type: none"> • I describe my food product using its properties. • I prepare food safely and hygienically and can describe what this means. • <i>I describe the properties of the food ingredients: taste, smell, texture, and</i> 	

		<p>using models, pictures and words to describe my designs.</p> <ul style="list-style-type: none"> • I know the features of familiar products. • I can design a product that matches a design brief. • <i>I can design a product for an intended audience.</i> 	<ul style="list-style-type: none"> • <i>I have made a product that moves using a turning mechanism (e.g. wheels, winding or a lever or a hinge) to make a movement.</i> 		consistency.	
PE	<p>Gymnastics: Year 1</p> <ul style="list-style-type: none"> • To explore travelling movements using the space around you. • To develop quality when performing gymnastic shapes. • To develop stability and control when performing balances. • To develop technique and control when performing shape jumps. • To develop technique in the barrel, straight and forward roll. • To build strength and begin to take body weight on hands. • To explore key skills on apparatus showing quality, control and balance. • To link gymnastic actions to create a sequence. <p>Invasion: Year 1 / 2</p> <ul style="list-style-type: none"> • To develop dribbling 	<p>Gymnastics: Year 2</p> <ul style="list-style-type: none"> • To perform gymnastic shapes and link them together. • To be able to use shapes to create balances. • To explore travelling actions, directions and levels. • To be able to link travelling actions and balances using apparatus. • To demonstrate different shapes, take off and landings when performing jumps. • To develop rolling and sequence building. • To develop exploring apparatus. • To develop sequence work on apparatus. <p>Team Building: Year 2</p> <ul style="list-style-type: none"> • To follow 	<p>Dance : Year 2</p> <ul style="list-style-type: none"> • To remember, repeat and link actions. • To explore space and simple movement patterns. • To create actions and accurately copy other's actions. • To copy, remember and repeat actions. • To use facial expressions to show different characters. • To perform in unison. • To create interesting shapes with a partner. • To be able to mirror a partner. • To work with a partner to create ideas. • To create actions in response to a stimulus. • To copy and repeat actions. • To copy, create and 	<p>Dance: Year 2</p> <ul style="list-style-type: none"> • To remember, repeat and link actions. • To explore space and simple movement patterns. • To create actions and accurately copy other's actions. • To copy, remember and repeat actions. • To use facial expressions to show different characters. • To perform in unison. • To create interesting shapes with a partner. • To be able to mirror a partner. • To work with a partner to create ideas. <p>Net & Wall: Year 1 / 2</p> <ul style="list-style-type: none"> • To defend space, using the ready position. • To defend space, 	<p>Athletics: Year 2</p> <ul style="list-style-type: none"> • To develop the sprinting action. • To develop rhythm and balance in running over obstacles. • To develop agility and co-ordination • . To develop jumping for distance. • To develop technique when jumping for height. • To develop throwing for distance. • To develop throwing for accuracy. • To develop technique when taking part in an athletics carousel. <p>Tennis: Year 3</p> <ul style="list-style-type: none"> • To be able to use the ready position. • To develop ball control and movement skills. • To develop racket 	<p>Athletics: Year 2</p> <ul style="list-style-type: none"> • To develop the sprinting action. • To develop rhythm and balance in running over obstacles. • To develop agility and co-ordination • . To develop jumping for distance. • To develop technique when jumping for height. • To develop throwing for distance. • To develop throwing for accuracy. • To develop technique when taking part in an athletics carousel. <p>OAA</p> <ul style="list-style-type: none"> • To follow instructions and work with others. • To develop communication skills when working

	<p>towards a goal.</p> <ul style="list-style-type: none"> To understand what being 'in possession' means. To develop passing to a teammate with your feet. To understand who to pass to and why when playing against a defender. To develop dribbling a ball with hands. To move towards a goal with the ball. To develop throwing to a teammate. To support a teammate when in possession. To move into space showing an awareness of defenders. To develop dodging and use it to lose a defender. To be able to stay with a player when defending. To develop taking a ball towards goal. 	<p>instructions and work with others.</p> <ul style="list-style-type: none"> To develop communication skills when working with a partner. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To work as a group to solve problems. To discuss and plan with a partner and small group to solve problems. To work with a group to copy and create a basic map. 	<p>perform actions in response to the stimulus.</p> <ul style="list-style-type: none"> To use dynamics in the performance. To create a short dance phrase with a partner showing clear changes of speed. <p>Striking & Fielding: Year 1 / 2</p> <ul style="list-style-type: none"> To roll a ball towards a target. To track a rolling ball and collect it. To develop accuracy in underarm throwing and consistency in catching. To develop overarm throwing. To develop striking a ball with my hand and equipment. To retrieve a ball when fielding. To understand the roles of batter, bowler and fielder. To understand how to get a batter out. To understand how to run around bases to score points. 	<p>using the ready position.</p> <ul style="list-style-type: none"> To play against an opponent and keep the score. To develop control when handling a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop playing over a net. To develop placing the ball. To develop hitting over a net. 	<p>and ball control.</p> <ul style="list-style-type: none"> To develop returning the ball using a forehand groundstroke. To be able to rally using a forehand. To develop the two handed backhand. To learn how to score. To develop playing against an opponent. To work collaboratively with a partner and compete against others. 	<p>with a partner.</p> <ul style="list-style-type: none"> To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To work as a group to solve problems. To discuss and plan with a partner and small group to solve problems. To work with a group to copy and create a basic map.
<p>MUSIC</p>	<p>Hands, Feet, Heart</p> <p>Listen only and learn the new signed version. Listen only and create your own actions that match the lyrics. Listen only and discuss the way the words and music match. Is it easy to stand still while listening to the song? Listen only and write a second chorus for when you can sing</p>	<p>Ho, Ho, Ho</p> <p>To understand that songs have a musical style. This song has a rap in it – spoken word. To recognise and name some of the instruments/voices. Listen only and learn the new signed version. Listen only and create your own actions that match the lyrics.</p>	<p>I Wanna Play in a Band</p> <p>To learn about Rock music and movement</p>	<p>Zoo Time</p> <p>To understand song structure and Reggae music.</p>	<p>Friendship Song</p> <p>To listen to, perform and create songs about friendship.</p>	<p>Reflect, Rewind and Replay</p> <p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>

	<p>together again.</p> <p>Listen out music:</p> <p>Birdsong Bring him back home (Nelson Mandela) Jai Ho Oye Como Va Libertango Valishnavi Jana</p>	<p>Listen only and discuss the musical accompaniment-what makes it feel Christmassy? Listen only and write a verse that celebrates another time of the year.</p> <p>Music to listen to and appraise:</p> <p>Ho Ho Ho-Joanna Mangona Bring him back home. Suspicious minds-Elvis Presley Sir Duke-Stevie Wonder Fly me to the moon-Frank Sinatra</p>				
DRAMA	<p>Improvisation : Taught through English Work</p> <p>Role Play : Taught through English Work</p> <p>Script Work: Nativity</p>		<p>Script Work: Church Service</p>		<p>Devising: Family Worship</p>	

For objectives taught within each unit of work, please refer to individual subject Long Term Plans

<https://www.rainhillstanns.co.uk/page/?title=Curriculum&pid=7>

Links

FBV: Fundamental British Value

E&D: Equality & Diversity

GG: Global Goal

A??: UNICEF Article