

**Bramley St. Peter's C of E Primary School**  
**Year 2 Curriculum Long Term Plan 2020-2021**

*Journeying together with God*

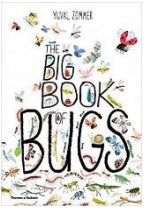
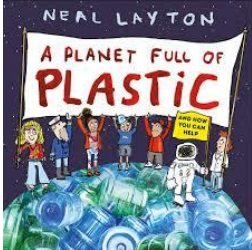















	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic and Big Question...</b> <b>Main Subject Drivers</b>	<b>Brilliant Bugs</b> What would the world be like without bugs? <b>Science</b>	<b>Life in a Freezer</b> Would you survive in Antarctica? <b>History/Geography</b>	<b>London's Burning</b> Was the Great Fire of London really a disaster? <b>History/Geography</b>	<b>Gardener's World</b> Could you grow a banana in the UK? <b>Science</b>	<b>At the Coast</b> If you could visit one coastline in the world, where would it be? <b>Geography/Science</b>	<b>Under the Sea</b> How are we damaging the world? <b>Science/History</b>
<b>Key Texts:</b>  We use a range of non-fiction texts to support with the wider curriculum in addition to our key texts.  We have a repeated text library that the children revisit and enjoy all year.  We also have a range of books for dedicated story time.	 By Lynn Reid Banks   By Matt Carr   By Sue Hendra and Paul Linnet	 By Bear Grylls   By Alison Lester  	 Michael Bond By Michael Bond   By James Mayhew   By Jennie Maizels	 By Roald Dahl   By Thomas Docherty   By Benjamin Flouw	 By Enid Blyton   By Joe Todd-Stanton   By Roland Harvey	 By Michael Morpurgo   By David Wiesner   By Sarah Roberts and Hannah Peck

*Nurture*

*Discover*

*Respect*

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	 <p>By Yuval Zommer</p>					 <p>By Neal Layton</p>
<p><b>English</b></p>	<p><b>Genre:</b> <u>Writing to entertain</u></p>  <p><b>Retell the story of Norman the slug with the silly shell.</b></p> <p><u>Writing to inform</u></p>  <p><b>Explanation of how a spy gadget for Spyder works.</b></p> <p><u>Writing to entertain</u></p>  <p><b>Who am I?</b> <b>Riddles/poems about bugs.</b></p>	<p><b>Genre:</b> <u>Writing to entertain</u></p>  <p><b>Setting description of a forest/woodland using Hansel and Gretel.</b></p> <p><u>Writing to entertain</u></p>  <p><b>Retelling section of Hansel and Gretel story in an alternative icy/snowy setting.</b></p> <p><u>Writing to entertain and inform:</u></p>	<p><b>Genre:</b> <u>Writing to entertain and inform</u></p>  <p><b>Diary entry as Katie or Jack about their adventures with the Lion in London.</b></p> <p><u>Writing to inform</u></p>  <p><b>Information writing about London landmarks. (St. Paul's Cathedral)</b></p> <p><u>Writing to persuade</u></p>	<p><b>Genre:</b> <u>Writing to inform</u></p>  <p><b>Character description of The Twits in the form of a missing person report.</b></p> <p><u>Writing to entertain</u></p>  <p><b>Story based on Ruby Nettlehip and the Ice Lolly adventure.</b></p> <p><u>Writing to entertain and inform</u></p>	<p><b>Genre:</b> <u>Writing to persuade</u></p>  <p><b>Review of trip to Filey beach after the trip. (in the form of a Trip advisor review)</b></p> <p><u>Writing to entertain</u></p>  <p><b>postcard/Letter from the beach.</b></p> <p><u>Writing to entertain</u></p> 	<p><b>Genre:</b> <u>Writing to inform</u></p>  <p><b>Explanation of how plastic is hurting ocean creatures and what we can do to stop it.</b></p> <p><u>Writing to entertain</u></p>  <p><b>Descriptions inspired by Flotsam</b></p> <p><u>Writing to discuss</u></p> 



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		  <b>Diary</b> of a boat journey to Antarctica.	 <b>Letter</b> in response to video messages from the Chief Yeoman Warder at the Tower of London to persuade him that we haven't got the missing Crown Jewels.	  <b>Recount</b> of trip to Harlow Carr Gardens	<b>Story/folk tale</b> based on 'The Secret of Black rock'	<b>Discuss, question and inference</b> about types of Flotsam and who they might have belonged to.
<b>Maths</b>  	<b>Number:</b> <ul style="list-style-type: none"> <li>Place Value (3 weeks)</li> </ul> <b>Number:</b> <ul style="list-style-type: none"> <li>Addition and Subtraction (3 weeks)</li> </ul>	<b>Number:</b> <ul style="list-style-type: none"> <li>Addition and Subtraction (2 week)</li> </ul> <b>Measurement:</b> <ul style="list-style-type: none"> <li>Money (2 weeks)</li> </ul> <b>Number:</b> <ul style="list-style-type: none"> <li>Multiplication and Division (2 weeks)</li> </ul>	<b>Number:</b> <ul style="list-style-type: none"> <li>Multiplication and Division (2 weeks)</li> </ul> <b>Number:</b> <ul style="list-style-type: none"> <li>Statistics (1 week)</li> </ul> <b>Number:</b> <ul style="list-style-type: none"> <li>Fractions (1 weeks)</li> </ul> <b>Measurement:</b> <ul style="list-style-type: none"> <li>Time (1 week)</li> </ul> <b>Geometry:</b>	<b>Number:</b> <ul style="list-style-type: none"> <li>Fractions (cont.) (2 weeks)</li> </ul> <b>Measurement:</b> <ul style="list-style-type: none"> <li>Length and height (1 week)</li> </ul> <b>Measurement:</b> <ul style="list-style-type: none"> <li>Weight, volume and temperature (1 week)</li> </ul> <b>Geometry:</b>	Revise all topics for SATs	Problem solving and efficient methods



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			<ul style="list-style-type: none"> <li>• Properties of shapes (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• Position and Direction (1 week)</li> </ul>		
<p><b>Science</b></p> <p><b>Working Scientifically:</b> (see symbols)</p>	<p><b>Habitats and living things:</b> <b>Which habitat do woodlice prefer?</b></p>  <p>Identify and name a variety of plants and animals (focus on mini beasts) in their habitats, including microhabitats</p> <p>Look at how habitats provide for the basic needs of plants and animals.</p> <p><b><u>Animals, including humans</u></b></p> <p>Look at basic needs of plants and animals for survival.</p>	<p><b>Habitats and living things:</b> <b>How does blubber keep animals warm?</b></p>  <p>Identify and name a variety of plants and animals in their habitats.</p> <p>Look at how habitats provide for the basic needs of plants and animals.</p> <p><b><u>Animals, including humans</u></b> <b>How do animals survive in a polar habitat?</b></p>  <p>Look at basic needs of plants and animals for survival. (Polar animals)</p>	<p><b>Materials</b> <b>What would Samuel Pepys use to wrap his buried cheese?</b></p> <p><b>Is the thickest material always the thickest?</b></p> <p><b>Which material makes the best bucket?</b></p>  <p>Identify and compare the suitability of a variety of everyday materials.</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending,</p>	<p><b>Plants</b> <b>What happens to my cress seeds after I have planted them?</b></p> <p><b>Where do plants grow best in our forest garden?</b></p>  <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Investigate how plants grow in different conditions.</p>	<p><b>Animals, including humans (health)</b> <b>Does washing your hands for longer kill more germs?</b></p> <p><b>Do bananas make us run faster?</b></p>  <p>Know importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b><u>Habitats and living things:</u></b></p> <p>Identify and name a variety of plants and animals in their habitats, including</p>	<p><b>Animals, including humans</b> <b>Which offspring belongs to which animal?</b></p>  <p>Notice that animals have offspring that grow into adults.</p> <p><b><u>Living things and their habitats</u></b> Explore and compare the differences between things that are living, dead and things that have never been alive. Describe how animals obtain their food, using the idea of simple food chains.</p> 

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			twisting and stretching.		microhabitats. (Rockpools)	
		<u>Plants:</u> Observe bulbs growing into mature plants				
<b>History</b>		<u>Enquiry Question:</u> <b>What is Captain Scott Famous?</b> KEY CONCEPTS: Cause and consequence, Difference and Significance The lives of significant individuals in the past who have contributed to national and international achievements. (also Polar explorers Roald Amundsen, Felicity Aston and Matthew Henson) <b>End Product:</b> <b>Memorial Plaque for Captain Scott.</b>	<u>Enquiry question:</u> Did the Great Fire of London make London a better or a worse place? KEY CONCEPTS: Cause and consequence, Continuity and change, Significance Events beyond living memory that are significant nationally or globally <b>End product: Burning model of The Great Fire of London.</b>			<u>Enquiry question:</u> <b>What has changed about how we use plastics?</b> KEY CONCEPTS: Continuity and change, Cause and consequence Changes within living memory. Lives of significant individuals in the past who have contributed to national and international achievements (Greta Thunberg – climate activist). <b>End Product:</b> <b>Debate/discussion on plastic usage</b>



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<p><b>Geography</b></p>	<p><u>Geographical skill and fieldwork</u> Follow a route on a map Use a plan view Add detail to a sketch map from aerial photograph and recognise human and physical features.</p>	<p><b>Enquiry question:</b> <b>What is it like in Antarctica?</b></p> <p><u>Human and Physical Geography</u> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Human and physical features of Antarctica.</p> <p><u>Geographical skill and fieldwork</u> Use an infant atlas to locate places.</p> <p><b>End product: Fact file about Antarctica.</b></p> 	<p><u>Geographical skill and fieldwork</u> Recognise UK on a small scale and larger scale map. Locate and name on UK map major features e.g. London, River Thames</p>	<p><b>Enquiry question:</b> <b>Why should you go to the island of Dominica?</b></p> <p><u>Location knowledge</u> Locate the seven continents.</p> <p><u>Place Knowledge</u> Human and physical geography of a small area of UK and compare with a non-European equivalent. (The Caribbean)</p> <p><b>End product:</b> <b>Poster/video to advertise Dominica</b></p> 	<p><b>Enquiry Question:</b> <b>What would you see at the coast?</b></p> <p><u>Human and Physical Geography</u> Human and physical features of the coast. Key vocab: beach, cliff, coast, sea, ocean, port and harbour.</p> <p><b>End Product: Leaflet (after trip) to advertise features of Filey.</b></p> 	<p><u>Location knowledge</u> Locate the five oceans.</p>
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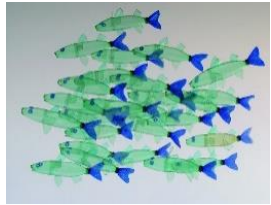




<p><b>RE</b></p> 	<p><b><u>Christianity Unit 1.10</u></b> <b>Creation</b> How should we care for the world and others, and why does it matter?</p>	<p><b><u>Christianity Unit 1.4</u></b> <b>Gospel</b> What is the good news Jesus brings?</p>	<p><b><u>Judaism Unit 1.6</u></b> Who is Jewish and how do they live?</p>	<p><b><u>Christianity- Digging Deeper Unit 1.5</u></b> <b>Salvation</b> Why does Easter matter to Christians?</p>	<p><b><u>Judaism Unit 1.6</u></b> <b>continued</b> Who is Jewish and how do they live?</p>	<p><b><u>Judaism and Christianity Unit 1.9</u></b> What makes some places sacred to believers?</p>
<p><b>Collective Worship Values</b></p>	<p align="center"><b>Courage</b></p>	<p align="center"><b>Respect</b></p>	<p align="center"><b>Peace</b></p>	<p align="center"><b>Forgiveness</b></p>	<p align="center"><b>Compassion</b></p>	<p align="center"><b>Hope</b></p>
<p><b>Art</b></p>	<p><b><u>Painting</u></b> <b>Snails</b> Look at the similarities/differences</p>  <p>in painting styles/use of colour used by Kandinsky and Dawn Crothers to create snail images.</p>	<p><b><u>Drawing and Painting</u></b> <b>'The Great Wave'</b> Introduce hot and cold colours.</p> <p>Create a Great Wave image by drawing wave shapes and using cool and warm colours to paint the image. Sponge printing to create the wave foam. In the style of <b>Hokusai</b></p> 	<p><b><u>Drawing</u></b> <b>Cityscapes</b></p> <p>Understand the basic use of a sketchbook and work out ideas for drawings</p> <p>Experiment with the visual elements; line, shape, form and space.</p> <p>Begin to explore shading (hatching and stippling).</p>  <p>Artist study – <b>Stephen Wiltshire</b></p>			<p><b><u>Sculpture</u></b> <b>Recycled plastic</b></p> <p>Manipulate plastics and other materials in a variety of ways e.g. bending, stretching etc</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently Understand the safety and basic care of materials and tools</p>

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	<p>In the style of <b>Dawn Crothers</b> and <b>Wassily Kandinsky</b></p> 					<p>In the style of <b>Veronika Richterova</b></p> 
<p><b>Music</b></p> 	<p>See separate timetable – Roundhay Music</p>					
<p><b>DT</b></p>	<p><b>Construction – Freestanding Structures</b> Designing, making and evaluating a bug hotel</p> 			<p><b>Food and Nutrition</b> Designing, making and evaluating Caribbean tropical fruit kebabs</p> 		<p><b>Construction – Mechanisms (wheels and axels)</b> Designing, making and evaluating moving vehicles (ice cream vans)</p> 



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<p><b>Computing</b></p> 	<p><u><b>We Are Zoologists</b></u></p> <p>Sort and classify a group of items by answering questions</p>		<p><u><b>We Are Researchers</b></u></p> <p>Develop collaboration skills through working as part of a group presentation.</p>		<p><u><b>We Are Shell Collectors</b></u></p> <p>Have a clear understanding of algorithms as sequences of instructions programs.</p>	
<p><b>PSHE</b></p> 	<p><b>Mental health and emotional wellbeing</b>  <b>Friendship</b></p> <p>Importance of special people in their lives</p> <p>Making friends and who can help with friendships</p> <p>Solving problems that might arise with friendships</p>	<p><b>Physical education and wellbeing</b>  <b>What keeps me healthy?</b></p> <p>Eating well          Physical activity, sleep and rest</p> <p>People who help us to stay healthy and well and basic health and hygiene routines</p>	<p><b>Drug, Alcohol and tobacco education</b>  <b>Medicines and me</b></p> <p>Why medicines are taken</p> <p>Where medicines come from</p> <p>Keeping themselves safe around medicines</p>	<p><b>Keeping safe and managing risk</b>  <b>Indoors and outdoors</b></p> <p>Keeping safe in the home, including fire safety</p> <p>Keeping safe outside including road safety</p>	<p><b>Sex and relationships education</b>  <b>Boys and girls, families.</b></p> <p>Growing from young to old, caring for others</p> <p>Different types of family and differences and similarities between people</p> <p>Biological differences between male and female animals and their role in the life cycle</p> <p>Biological differences between male and female children</p>	
<p><b>MindMate</b></p> 	<p><b>Introduction to Mindmate</b></p> <p><b>Friends and family</b>          Impact of behaviour on others.          I know that what I say affects my friends.</p>	<p><b>Solving problems/ Making it better</b></p> <p><b>Not giving up/ Perseverance</b>          I understand it is important to keep going when something is</p>	<p><b>Life Changes</b></p> <p><b>Loss; Losing loved object/pet/person.</b>          I can talk about feeling sad when I have lost something.</p>	<p><b>Strong emotions</b></p> <p><b>Comfortable &amp; uncomfortable feelings.</b>          I can talk about what makes me feel sad</p>	<p><b>Being the same, being different</b></p> <p><b>Beginning to understand empathy.</b>          I understand my friend might have different feelings to me</p>	<p><b>Feeling good &amp; being me</b></p> <p><b>Celebrate strengths.</b>          I'm good at.... &amp; I am going to try &amp; be better at...</p>

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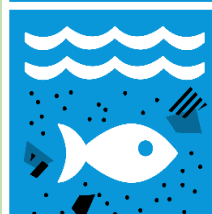
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<p><b>PE</b></p>  <p>One lesson <b>indoors</b> and one lesson <b>outdoors</b> per week</p>	<p>Loco- motion: Dodging</p>	<p>Ball Skills: Hands 1</p>	<p>Gym- nastics: Linking</p>	<p>Ball Skills: Feet</p>	<p>Dance: Water</p>	<p>Health and Well- being</p>	<p>Skipping School</p>	<p>Ball Skills: Hands 2</p>	<p>Dance: Explorers</p>	<p>Team Building</p>	<p>Loco- motion: Jumping</p>	<p>Attack V Defence Games for Under- standing</p>
<p><b>Curriculum enhancements and experiences</b></p>	<p>Zoolab Visitors Forest Garden – bug hotels</p>	<p>Box of artefacts from History boxes for Polar Explorers Christmas Nativity</p>		<p>Great Fire of London Workshop</p>	<p>Fair Trade workshop Trip to Harlow Carr</p>		<p>Trip to Filey Seaside</p>	<p>The Deep – caring for our oceans workshop</p>				
<p><b>Global Links</b></p> 	<div data-bbox="445 675 669 1027" style="border: 1px solid black; padding: 5px;"> <p><b>TARGET 15-5</b></p>  <p><b>PROTECT BIODIVERSITY AND NATURAL HABITATS</b></p> </div> <p><b>How can we protect the habitats of mini beasts?</b></p>				<div data-bbox="1328 675 1552 1040" style="border: 1px solid black; padding: 5px;"> <p><b>TARGET 17-16</b></p>  <p><b>ENHANCE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT</b></p> </div> <p><b>What can we do to support Fairtrade?</b></p>			<div data-bbox="1899 675 2123 1034" style="border: 1px solid black; padding: 5px;"> <p><b>TARGET 14-1</b></p>  <p><b>REDUCE MARINE POLLUTION</b></p> </div> <p><b>How can we reduce marine pollution?</b></p>				