Jennett's Park Primary School - Year 2 Long Term Plan 2021-22								
Topic	Fire! Fire! Great Fire of London	Healthy Living	Who lives in a castle	Dinosaurs	Under the sea	Animals and plants		
WOW, trips, resources	Firemen visit		Windsor castle trip		Adopt a sea turtle			
Literacy	Fiction Narrative – Here we are by Oliver Jeffers Vlad and the Great Fire of London Writing to inform: Non-fiction – reports All about the fire service today – feed back to fire service Writing to entertain: Setting description using our senses to imagine what it was like during the Great Fire of London-create a class book Writing to inform: Instructions How you made your models for the Great Fire of London Non fiction Reports – firefighting equipment Recount Firefighter visit	Writing to entertain: Fiction – narrative A new adventure for Supertato (character description, innovating characters and plot). Read them to partner class. Writing to inform: Leaflet on how to keep healthy: what food you must eat, exercising preparing lunches and dinners, not takeaways, and cleaning teeth, showering etc Displays for healthy eating board Writing to entertain: Poetry rhyming for 'Don't' .e.g squeeze peas on your knees What do parents say 'don't do' can be as silly as they like! Writing to inform: letter: Thank you letter/ diary recount for the Fitness day (could go to an activity centre for the day), what did they do? How did they feel about it? Performance poetry: Children perform night before Christmas in groups at Christmas production.	Narrative George and the Dragon; The Dragon Machine Recount Visit to Windsor Castle Narrative Paper Bag Princess — sequencing focus Writing to entertain: Fiction — narrative write the story to accompany the book, Freefall Writing to entertain: Play script create their own fairytale story of their own non stereotypical hero/ heroine Writing to inform: Fact file on Rapunzel or Sleeping Beauty or diary entry from one of them?	Non-chron reports Dinosaurs – created own dinosaur Narrative The Day the Crayons Quitpersuading the crayons to come home Writing to entertain poem: about the months, and what the children remember about each month, like the one by Sara Coleridge	Narrative Flat Stanley Writing to entertain Fiction – narrative (creating a new 'Flat Stanley' character and sending them on an adventure. character description, innovating characters and plot) Writing to entertain Poetry under the sea creature description – shape poem Writing to inform: Information poster on their chosen sea creature Writing to persuade: Speech about their sea creature. Why is their sea creature. Why is their sea creature the best? Vote for who was the most persuasive about why. Can include lots of facts about their sea creature- can ask children and give them a choice of a few. or an advert about a chosen sea destination to visit?	Narrative Fantastic Mr Fox Writing to entertain Fiction – narrative- what did Mr Fox do next? What tricks? New story about fantastic mr fox. Writing to inform: instructions (how to trap something like Mr Fox does)- or something to catch Mr Fox! Think of Pie Corbett with how to trap a troll planning Writing to persuade- Create an advert for something- could they create something to catch Mr Fox and advertise it? Could they write an advert for the book? If time: Writing to inform: non fiction about how a seed turns into a tree etc.		
Maths	White Rose Place value Addition and Subtraction	White Rose Addition and Subtraction Money	White Rose Multiplication and Division Statistics	White Rose Statistics Fraction Time	White Rose Geometry- property of shape	White Rose Consolidation and problem solving Length, height		

					Geometry- position and direction	Mass, capacity and Temperature
Science Investigations	Focus materials and their properties	Focus health and the life cycles	Focus	Focus	Focus habitats and food chains	Focus growing
Living things and their habitats Plants Animals including humans Uses of everyday materials	•Use of everyday materials (houses), •what is the best material to build a house from – durable, fireproof •vocabulary of the properties of materials – houses (bending, stretching)	Animals including Humans Nutrition and balanced diets Growing food? Importance of exercise, eating the right amounts of different types of food and hygiene Human life cycle notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Muddy Mon focus	Muddy mon focus Materials - Which materials might we find in a castle? Why do we use the different materials? Think about the job the material has to do? Is it bendy is it stretchy, is it strong.	Muddy Mon focus To look at the life cycle of a dinosaur. To understand about extinction and to look at why animals become extinct? To look at the different diets of dinosaurs Carnivore, Omnivore, Herbivore.	Living things and their habitats: Comparisons between things that are living, dead and have never lived Habitats and micro-habitats Food chains	Plants: Observe and describe how seeds and bulbs grow into mature plants & find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Muddy Mon focus
Art Drawing Sculpture Painting	Artist – David Best Media – Tissue paper collage Oil pastels for fire effects Focus – Great Fire of London houses, collage, fire		Artist – Paul Klee - Castle and Sun Media – Drawing Focus – Portraits (inside castles, could look at our current queen's portraits?)	Artist – Benjamin Waterhouse Media – Salt dough and paint Focus – Dinosaur fossils, prints and textures		Artist – Henri Rousseau – photos of plants Media – Print, leaf/bark rubbings Focus – Plants and animals prints and shapes
Computing	Scratch card scratch.mit.edu/info/cards/	Scratch card scratch.mit.edu/info/cards/	Scratch card scratch.mit.edu/info/cards/	Scratch card scratch.mit.edu/info/cards/	Scratch card scratch.mit.edu/info/cards/	Scratch card scratch.mit.edu/info/cards/

Design Technology	Focus – Making London	Focus – Creating and	Focus – Make a castle	Focus – Dinosaur puppets	Focus – Pop up books	Focus – Habitats
levers, sliders,	tudor houses	planning healthy eating	1 ocus — make a casue	1 ocus – Dinosaur puppets	1 ocus – 1 op up books	1 ocus – Habitats
wheels and axles		1	Evaluate – How castles	Evaluate – Puppets and	Evaluate – Pop up books	Evaluate – Different
Wilcels alla axies	Evaluate – Materials that	Evaluate – Tasting healthy	were built, what makes	how they move	and how they work	animals habitats
	houses are or were made	foods	them strong and safe from			
	from		attack	Design and Make-	Design and Make-	Design and Make-
	Design and Make- Own	Design and Make-	Design and Make- Our	Dinosaur puppets, (Jaw hinges)	Making under the sea toys/pop ups	Design and make a habitat (bug hotel)
	London houses	Design healthy menus	own trebuchet or other	imiges)	toys/pop ups	(bug noter)
			weapon for the castle			
Cooking and	Focus – Tudor bread	Focus – Healthy foods	Focus –	Focus –	Focus –	Focus –
Nutrition	recipe	Tocus – Ficality foods	1 ocus –	Tocus –	1 ocus –	1 ocus –
Nutrition	333-7-2	Evaluate – Which foods	Evaluate –	Evaluate –	Evaluate –	Evaluate –
	Evaluate – Differences in	are healthy				
	the bread recipes	Balanced diet	Design and Make-	Design and Make-	Design and Make-	Design and Make-
	Design and Make- Baking	Design and Make-				
	bread (tudor bread recipe)	Designing and making				
	stead (tadot stead tecipo)	healthy food to share				
Geography	Focus – London	Focus – Food around the	Focus – Castles	Focus	Focus – Seaside	Focus – Climates of the
Maps and Atlases		world			Physical and human	World and the animals that
Locational	Locate London		Castles of the UK -		features of beaches and	live there
knowledge	Compare London then/now. Look at	Identify foods common for each continent	England, Scotland, N.Ireland and Wales		coastal towns around England	Identify the key elements of
The world's	landmarks including river.	Link to weather/climate –	10.IICiand and wates		England	the climate extremes eg
seven		link to continents and	Physical - Where were		Locate the five oceans	Desert, Arctic, Rainforest
continents and	Using photographs and	oceans	castles usually built? Why?			etc
five oceans	maps recognise landmarks,	Use maps and atlases to	Different physical features			Locate the countries that
name, locate and identify	human and physical	identify countries.	of the land.			experience these climates
characteristics	features. Create own simple maps of		Locate castles on a map			on a map
of the	London using a simple key.		Locate easiles on a map			
four countries						
and capital						
cities of the						
United						
Kingdom						
and its						
surrounding						
seas						
Place knowledge						
Human and						
physical geography						

•		Focus – Events beyond living memory: Great Fire of London - History of London (conditions, how they lived) - Sequence of events - Introduction of a fire service to the UK		Focus – Lives of significant individuals - Comparisons between time periods of reigning royalty compared to our Queen today - Primary and Secondary sources to research information - How was life different for 2 differing time periods? - Castles and how they have changed over time	Focus – Events beyond living memory. Mary Anning and dinosaurs - Place relevant dates onto growing timeline - Fossils as a source of information as well as other primary and secondary sources - Archaeologists, Jurrassic coast and dinosaur discoveries	Focus- Seaside holidays - How holidays have changed since Victorian times - Traditional seaside entertainment - Clothing worn during this time period	Focus –
	Languages			N/A f	or KS1		
PE		Jasmine	Jasmine	Jasmine	Jasmine	Jasmine	Jasmine
RE		Discovery RE Christianity Theme: What did Jesus teach? Key Question for the term – Is it possible to be kind to everyone all of the time? What does it mean to be kind? Who is it easy to be kind to? Who is it hard to be kind to and why? What makes it difficult?	Discovery RE Christianity Theme: Jesus as a gift from God Key Question: Why did God give Jesus to the world? What problems does the world face? Use superheroes and their powers as a link to 'fixing' a problem in the world today. Emphasis that God thought the world needed someone to 'save it' so Jesus was sent to help people see what they could do to make it better (no superhero powers). What did Jesus teach us about saving the world?	Discovery RE Judaism Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Link celebrations to the foods that are eaten (link to celebrations within the class as well – covering beliefs and culture within current class and across the school). Introduce Jewish celebrations such as Passover. Why was is important to remember the Jewish special friendship with God? Seder meal Festival of Passover, Kashrut.	Discovery RE Christianity Theme: Easter — resurrection Key Question: Is it true that Jesus came back to life again? Learning to retell the Easter story and understand what resurrection means for Christians. Reflect on nature and how it dies away and returns in the spring. How do you cope of feelings of loss? Memories of people. Easter story — what do the children think happened and why? Symbols of new life. Christian belief of resurrection	Discovery RE Judaism Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God?	Discovery RE Islam Theme: Community and Belonging Key Question: Does going to the mosque give Muslims a sense of belonging?
PSH	E	To explain how to keep safe around fire	To understand and explain why it is important to eat healthy	-To explain what parliament is and why it is important to us	- To explore life in different countries and situations	-To explain what charity is -To explain why people donate to charities	-To celebrate our achievements and of those around us -To know what

	-To explain the risks associated with fire, exploring ways to prevent fires -To list key qualities to look for in a good friend -To understand what makes a good friend -To identify how we can be a good friend to others -To identify different types of bullying and explain what to do if they are/witness something which they feel uncomfortable about -To explain what a conflict is and consider ways of resolving conflicts -To know what to do if a conflict escalates	-To identify healthy and unhealthy foods -To name the 5 food groups -To identify foods within each of the groups -To understand the importance of fruit and vegetables -To explain how to keep ourselves safe – link to NSPCC PANTS -To understand the right to say 'no' to unwanted touch (and words) -To identify differences between males and females -To understand the basic human lifecycle -To name different parts of the human body -To explain how to stay safe around harmful substances -To identify risks associated with smoking	-To explain how to keep safe online -To identify what we would do if they we were worried or scared about something	-To explain how their life is different to the lives of children in other countries - To challenge gender stereotypical jobs - Diversity and equality	-To fundraise for a charity -To explain the difference between wants and needs	pride is and identify what makes us proud -To explain why it is important to feel proud and acknowledge accomplishments -To explain what makes us feel proud of other people -Goal setting
Music Singing songs and speaking chants and rhymes play tuned and untuned instruments musically Isten with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using	Charanga London's Burning	Charanga Christmas Concert performance	Charanga Listening to medieval music, what can we hear? Learn Greensleeves	Charanga Dinosaur sounds (Use dinosaur stomp)	Charanga Seaside entertainment (oh I do like to be beside the seaside, music boxes)	Charanga Putting sounds to What the Ladybird Heard.

the inter-			
related			
dimensions of			
music			