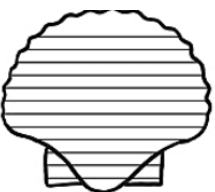

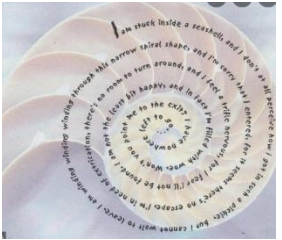





# Jennett's Park Primary School - Year 2 Long Term Plan 2022-23

Topic	Great Fire of London		Castles	Under the sea		
WOW, trips, resources	Theatre Visit Firemen visit Burn Tudor houses		Windsor castle trip	Adopt a sea turtle		
Literacy	<div>now press play</div> Full Stops and Capital Letters	<u>Writing to entertain Fiction – narrative:</u> Create their own: Don't look in this book! What will we find if we opened it? Each child could do a page or two. (may want to story map this with the chn to support them)	<u>Writing to inform Diary entry:</u> recalling events of the Great Fire of London like Samuel Pepys did	<u>Writing to persuade Letters</u> persuading crayons to come back	<u>Writing to entertain Fiction – narrative</u> Based on Barnabus Project (create a creature that was with Barnabus, retelling their escape, or the crew could go on another adventure) <a href="https://www.youtube.com/watch?v=f7TVpVcMpHQ">https://www.youtube.com/watch?v=f7TVpVcMpHQ</a>	<u>Writing to entertain Fiction – narrative</u> creating a new 'Flat Stanley' adventure.
		<u>Writing to entertain: Setting description:</u> see, hear, feel during the Great Fire of London	<u>Writing to inform Non-chron reports:</u> About the Great fire of London	<u>Writing to entertain Fiction – narrative:</u> Linked to Polar Express. Child finds themselves on the Polar Express- what happens to them?	<u>Writing to entertain Fiction – character description</u> Create own character for Barnabus project and describe them	<u>Writing to inform: non chron report</u> on chosen sea creature
		<div>now press play</div> Great Fire of London (follow on resources)	<u>Writing to inform Biography</u> Create a biography about King Charles III	<u>Writing to inform Recount</u> Following school trip to Windsor Castle	<u>Writing to entertain Shape Poetry</u> What will their sea shell sing them a story about? Can put into the shape of a shell of their choice, to make a shape poem	
						
Maths	White Rose Place value Addition and Subtraction	White Rose Addition and Subtraction Shape	White Rose Money Multiplication and Division	White Rose Length and Height Mass, Capacity and Temperature	White Rose Fractions Time	White Rose Statistics Position and Direction



<b>Design Technology</b> levers, sliders, wheels and axles	<b>Focus</b> – Making London tudor houses  <b>Evaluate</b> – Materials that houses are or were made from  <b>Design and Make</b> – Own London houses	<b>Focus</b> – Make a castle  <b>Evaluate</b> – How castles were built, what makes them strong and safe from attack  <b>Design and Make</b> – Our own trebuchet or other weapon for the castle	<b>Focus</b> – Pop up books  <b>Evaluate</b> – Pop up books and how they work  <b>Design and Make</b> – Making under the sea toys/pop ups
<b>Cooking and Nutrition</b>	<b>Focus</b> – Tudor bread recipe  <b>Evaluate</b> – Differences in the bread recipes  <b>Design and Make</b> – Baking bread (Tudor bread recipe)		<b>Focus</b> – Foods from around the world  <b>Evaluate</b> – Which foods are from which countries  <b>Design and Make</b> – Designing and making food from around the world
<b>Geography Maps and Atlases</b>  <b>Locational knowledge</b> <ul style="list-style-type: none"> <li>The world’s seven continents and five oceans</li> </ul>	<b>Focus</b> – London  Locate London Compare London then/now. Look at landmarks including river.  Using photographs and maps recognise landmarks, human and physical features. Create own simple maps of London using a simple key.	<b>Focus</b> – Castles  Castles of the UK -England, Scotland, N.Ireland and Wales  Physical - Where were castles usually built? Why? Different physical features of the land.  Locate castles on a map   Castles	<b>Focus</b> – Seaside/ Under the Sea (tbc) Physical and human features of beaches and coastal towns around England  Locate the five oceans of the world Identify animals that live in each ocean   Under the sea (EYFS), Oceans and Rivers
<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>			
<b>Place knowledge</b>			
<b>Human and physical geography</b>			
<b>History Skills</b>	<b>Focus</b> – Events beyond living memory: Great Fire of London	<b>Focus</b> – Lives of significant individuals	<b>Focus</b> - Seaside holidays

<ul style="list-style-type: none"><li>To use primary resources to make explanations about the past</li></ul>	<ul style="list-style-type: none"><li>History of London (conditions, how they lived)</li><li>Sequence of events</li></ul> Introduction of a fire service to the UK  Great Fire of London		 Castles, UK, Guy Fawkes	<ul style="list-style-type: none"><li>Comparisons between time periods of reigning royalty compared to our Queen today</li><li>Primary and Secondary sources to research information</li><li>How was life different for 2 differing time periods?</li><li>Castles and how they have changed over time</li></ul>	<ul style="list-style-type: none"><li>How holidays have changed since Victorian times</li><li>Traditional seaside entertainment</li><li>Clothing worn during this time period</li></ul>	
<ul style="list-style-type: none"><li>Changes within living memory.</li></ul>						
<ul style="list-style-type: none"><li>Events beyond living memory</li></ul>						
<ul style="list-style-type: none"><li>Lives of significant individuals</li></ul>						
<ul style="list-style-type: none"><li>Significant historical events, people and places in their own locality</li></ul>						
<ul style="list-style-type: none"><li>Languages</li></ul>	N/A for 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 it important to remember the Jewish special friendship with	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?

			God? Seder meal Festival of Passover, Kashrut.			
<b>PSHE</b>	<p>To explain how to keep safe around fire</p> <ul style="list-style-type: none"> <li>-To explain the risks associated with fire, exploring ways to prevent fires</li> <li>-To list key qualities to look for in a good friend</li> <li>-To understand what makes a good friend</li> <li>-To identify how we can be a good friend to others</li> <li>-To identify different types of bullying and explain what to do if they are/witness something which they feel uncomfortable about</li> <li>-To explain what a conflict is and consider ways of resolving conflicts</li> <li>-To know what to do if a conflict escalates</li> </ul> 	<p>To understand and explain why it is important to eat healthy</p> <ul style="list-style-type: none"> <li>-To identify healthy and unhealthy foods</li> <li>-To name the 5 food groups</li> <li>-To identify foods within each of the groups</li> <li>-To understand the importance of fruit and vegetables</li> <li>-To explain how to keep ourselves safe – link to NSPCC PANTS</li> <li>-To understand the right to say ‘no’ to unwanted touch (and words)</li> <li>-To identify differences between males and females</li> <li>-To understand the basic human lifecycle</li> <li>-To name different parts of the human body</li> <li>-To explain how to stay safe around harmful substances</li> <li>-To identify risks associated with smoking</li> </ul> 	<p>-To explain what parliament is and why it is important to us</p> <ul style="list-style-type: none"> <li>-To explain how to keep safe online</li> <li>-To identify what we would do if they we were worried or scared about something</li> </ul> 	<ul style="list-style-type: none"> <li>- To explore life in different countries and situations</li> <li>-To explain how their life is different to the lives of children in other countries</li> <li>- To challenge gender stereotypical jobs</li> <li>- Diversity and equality</li> </ul>	<ul style="list-style-type: none"> <li>-To explain what charity is</li> <li>-To explain why people donate to charities</li> <li>-To fundraise for a charity</li> <li>-To explain the difference between wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>-To celebrate our achievements and of those around us</li> <li>-To know what pride is and identify what makes us proud</li> <li>-To explain why it is important to feel proud and acknowledge accomplishments</li> <li>-To explain what makes us feel proud of other people</li> <li>-Goal setting</li> </ul> 
<b>Music</b> <ul style="list-style-type: none"> <li>▪ Singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and</li> </ul>	<p>Charanga</p> <p>London’s Burning</p>	<p>Charanga</p> <p>Christmas Concert performance</p>	<p>Charanga</p> <p>Listening to medieval music, what can we hear? Learn Greensleeves</p>	<p>Charanga</p> <p>Seaside entertainment (oh I do like to be beside the seaside..., music boxes)</p>		

understanding to a range of high-quality live and recorded music				
▪ experiment with, create, select and combine sounds using the inter-related dimensions of music				