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| **Jennett’s Park Primary School - Year 2 Long Term Plan 2025-26** |
| **Topic** | **Great Fire of London** | **Castles**  | **Under the sea** |
| **WOW, trips, resources**  | Theatre VisitBurn Tudor houses  | Windsor castle tripSir Teachalot | Sea Life CentreAdopt a sea turtle |
| **Literacy**  | **Writing to entertain:****Setting description:** see, hear, feel during the Great Fire of London**Writing to entertain****Diary entry:**Write a diary in the perspective of Thomas Farriner | **Writing to inform****Non-chron reports:**About the Great fire of London**Writing to entertain****Fiction – narrative:**Linked to Polar Express. Child finds themselves on the Polar Express- what happens to them? | **Writing to persuade** **Letters** persuading crayons to come back**Writing to inform**Biography Create a biography abut King Charles III | **Writing to entertain** **Fiction – narrative**Based on Barnabus Project (create a creature that was with Barnabus, retelling their escape, or the crew could go on another adventure)**Writing to entertain** **Fiction – character description**Create own character for Barnabus project and describe them**Writing to inform** **Recount**Following school trip to Windsor Castle | **Writing to entertain****Fiction – narrative** creating a new ‘Flat Stanley’ adventure.**Writing to inform: non chron report** on chosen sea creature | **Writing to entertain**Created setting descriptions based from The Enchanted Wood**Writing Instructions:**Recipes- how to make your favourite wrap or sandwich |
| **Maths** | White RosePlace valueAddition and Subtraction | White RoseAddition and Subtraction Shape  | White RoseMoneyMultiplication and Division | White RoseLength and HeightMass, Capacity and Temperature  | White RoseFractionsTime  | White RoseStatisticsPosition and Direction |
| **Science****Investigations**  | **Focus- materials and their properties*** Identify different materials and their uses
* Understand how to select the right materials to build a bridge
* Explore and test the stretchiness of material
* Understand materials can change their shape by twisting, bending, squashing or stretching
* Explore how materials and suitable for different purposes
 | **Focus- Living Things and Their Habitats*** Compare the differences between things that are living and dead
* Things that have never been alive
* Identify and name a variety of plants and animals in a microhabitat.
* Design a suitable microhabitat where living things can survive
* Find out what animals eat to survive in their habitats
 | **Focus- Living Things and Their Habitats around the world** * Learn about habitats.
* Appreciate that environments are constantly changing.
* Explore the rainforest and its problems.
* Describe life in the ocean.
* Discover the artic and Antarctic habitat.
* Create a model of a habitat.
 | **Focus- Animals Including Humans- Growth** * Describe the needs of animals for survival.
* Describe the needs of humans for survival.
* Explore the importance of eating the right food.
* Describe what a healthy balanced diet looks like
* Investigate the impact of exercise on our bodies
* Investigate the importance of hygiene
 | **Focus- Animals Including Humans- Life Cycles** * Learn how to order the stages of the human life cycle
* Describe the stages of life from adulthood to old age
* Learn how to match offspring to their parent
* Explore the life cycle of a chicken
* Describe the life cycle of a butterfly
* Explore the life cycle of a frog.
 | **Focus- Plants** * Know the difference between seeds and bulbs
* Design an experiment to find out what plants need to grow
* Describe what plants need to grow and stay healthy
* Describe the life cycle of a plant
* Observe and record the growth of plants over time
* Understand that plants adapt to suit their habitat.
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| **Art** * Drawing
 | **Artist** – David Best**Media** – Tissue paper collageOil 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** – Vincent Van Gogh- Fishing Boats on the Beach**Media** – drawing and chalk pastels**Focus** – Seaside  |
| * Sculpture
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| * Painting
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| **Computing** | Scratch card[scratch.mit.edu/info/cards/](https://scratch.mit.edu/info/cards/) | Scratch card[scratch.mit.edu/info/cards/](https://scratch.mit.edu/info/cards/) | Scratch card[scratch.mit.edu/info/cards/](https://scratch.mit.edu/info/cards/) | Scratch card[scratch.mit.edu/info/cards/](https://scratch.mit.edu/info/cards/) | Scratch card[scratch.mit.edu/info/cards/](https://scratch.mit.edu/info/cards/) | Scratch card[scratch.mit.edu/info/cards/](https://scratch.mit.edu/info/cards/) |
| Design Technology levers, sliders, wheels and axles | **Focus** – Making London Tudor houses**Evaluate** – Materials that houses are or were made from**Design and Make**– Own London houses | **Focus** – Make a castle**Evaluate** – How castles were built, what makes them strong and safe from attack**Design and Make**– Our own trebuchet or other weapon for the castle | **Focus** – Sea Life moving scene**Evaluate** – How they move**Design and Make**–Making under the sea creatures, back drop with moving parts |
| **Cooking and Nutrition**  | **Focus** – Tudor bread recipe**Evaluate** – Differences in the bread recipes**Design and Make**– Baking bread (Tudor bread recipe) |  | **Focus** – Foods from around the world**Evaluate** – Which foods are from which countries**Design and Make**– Designing and making food from around the world |
| **Geography****Maps and Atlases**  | **Focus** – 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. | **Focus** – CastlesCastles of the UK -England, Scotland, N.Ireland and WalesPhysical - Where were castles usually built? Why? Different physical features of the land.Locate castles on a map | **Focus** – Seaside/ Under the Sea (tbc)Physical and human features of beaches and coastal towns around EnglandLocate the five oceans of the worldIdentify animals that live in each ocean  |
| Locational knowledge* The world’s seven continents and five oceans
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| * name, locate and identify characteristics of the

four countries and capital cities of the United Kingdomand its surrounding seas |
| Place knowledge |
| Human and physical geography |
| **History** **Skills** * To use primary resources to make explanations about the past
 | **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 King 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-** Seaside holidays * How holidays have changed since Victorian times
* Traditional seaside entertainment
* Clothing worn during this time period
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| * Changes within living memory.
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| * Events beyond living memory
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| * Lives of significant individuals
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| * Significant historical events, people and places in their own locality
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| * **Languages**
 | N/A for KS1 |
| **PE** | GetSet4PEUnit-Fundamentals:* Physical- run, speed, agility, dodge, balance, hop, jump and skip
* Social- collaboration, respect, take turns, communication and encourage others
* Emotional- determination, honesty and perseverance
 | GetSet4PEUnit- Gymnastics:* Physical- shapes, balances, travelling actions, shape jumps, barrel rolls, straight roll and forward roll.
* Social- leadership, work safely and respect.
* Emotional- confidence and independence.
* Thinking- select and apply actions creatively.
 | GetSet4PEUnit- Sending and receiving* Physical- roll, track, catch, receive with feet, kick, send and receive with a racket.
* Social- communication, collaboration, leadership
* Emotional- honesty and determination
* Thinking- identifying how to improve and comprehension
 | GetSet4PEUnit- Target Games* Physical- roll, overarm throw, underarm throw, strike, dodge and jump
* Social- congratulate, support others, co-operation and kindness
* Emotional- manage emotions and honesty
* Thinking- identify areas of strength and areas for development, select and apply comprehension and decision making
 | GetSet4PEUnit- Fitness* Physical- run, stamina, skip, coordination, agility, strength and balance
* Social- encourage others and communication
* Emotional- determination and perseverance
* Thinking- comprehension, identify strengths and areas for improvement
 | GetSet4PEUnit- Invasion Games* Physical- dribble, throw, catch, kick, receive, run, jump, change direction and change speed
* Social- communication, kindness, support others, cooperation, respect and collaborate
* Emotional- empathy, perseverance, honesty, integrity and independence.
* Thinking- creativity, select and apply, comprehension, problem, solving and provide feedback
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| **RE** | UC- Concept: **God**Key Question: What do Christians believe God is like? Digging Deeper unit 1.1 | UC- Concept: **Incarnation** Theme: Christmas Key Question: Why does Christmas matter to Christians? DIGGING DEEPER unit 1.3  | DRE Unit Theme: Prayer at HomeKey Question: Does Praying at regular intervals help a Muslim in his/her everyday life?Link to:Key Question: Does going to a Mosque give Muslims a sense of belonging?  | UC- Concept:**Salvation**Theme: Easter Key Question: Why does Easter matter to Christians? DIGGING DEEPER unit 1.5 | DRE Unit Theme: Community and BelongingKey Question: Does going to the Mosque give Muslims a sense of belonging?  | DRE Unit Theme: HajjKey Question: Does completing Hajj make a person a better Muslim? |
| **PSHE** | To explain how to keep safe around fire -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 understand and explain why it is important to eat healthy-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 describe a range of feelings and develop simple strategies for managing them.-To understand the benefits of physical activity. -To use breathing exercises to relax. -To understand strengths and set achievable goals. -To identify strategies to help overcome barriers or manage difficult emotions. -To develop a growth mindset-To understand what it means to have a healthy diet. -To understand ways of looking after our teeth.  | - To explore life in different countries and situations-To explain how their life is different to the lives of children in other countries- To challenge gender stereotypical jobs- Diversity and equality | -To explain what charity is-To explain why people donate to charities-To fundraise for a charity-To explain the difference between wants and needs | -To celebrate our achievements and of those around us -To know what 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
 | Sing Up | Sing UpChristmas Concert performance | Sing UpListening to medieval music, what can we hear? Castle song  | Sing UpSeaside entertainment (oh I do like to be beside the seaside…, music boxes) |
| * play tuned and untuned instruments musically
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| * listen with concentration and understanding to a range of high-quality live and recorded music
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| * experiment with, create, select and combine sounds using the inter-related dimensions of music
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