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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 Visit  Burn Tudor houses | | | | Windsor castle trip  Sir Teachalot | | | | Sea Life Centre  Adopt 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 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 | |
| **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 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** – Vincent Van Gogh- Fishing Boats on the Beach  **Media** – drawing and chalk pastels  **Focus** – Seaside | | | |
| * Sculpture | |
| * Painting | |
| **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** – 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 | | | | **Focus** – 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 | | | |
| Locational knowledge  * The world’s seven continents and five oceans | |
| * name, locate and identify characteristics of the   four countries and capital cities of the United Kingdom  and 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 | | | |
| * Changes within living memory. | |
| * Events beyond living memory | |
| * Lives of significant individuals | |
| * Significant historical events, people and places in their own locality | |
| * **Languages** | | N/A for KS1 | | | | | | | | | | | |
| **PE** | | GetSet4PE  Unit-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 | | GetSet4PE  Unit- 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. | | GetSet4PE  Unit- 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 | | GetSet4PE  Unit- 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 | | GetSet4PE  Unit- 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 | | GetSet4PE  Unit- 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 | |
| **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 Home  Key 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 Belonging  Key Question: Does going to the Mosque give Muslims a sense of belonging? | | DRE Unit  Theme: Hajj  Key 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 Up  Christmas Concert performance | | Sing Up  Listening to medieval music, what can we hear?  Castle song | | | | Sing Up  Seaside entertainment (oh I do like to be beside the seaside…, music boxes) | | | |
| * play tuned and untuned instruments musically | |
| * listen with concentration and 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 | |