



Templemoor Infant and Nursery School – Year 2 Long Term Plan

Year	2	Teachers	Debbie Campbell , Joan Wynne, Shirley Brown
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English skills	Cross-curricular Maths skills	Science skills	Geography skills	History skills	Art skills	Design technology skills	Computing skills	PE skills	PSHE skills	Music skills	RE
		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6				
Imaginative learning project		Muck, Mess and Mixtures	Moon Zoom	Street detectives	Secret Garden	Wriggle and Crawl	Towers, Tunnels and Turrets				
		Messy morning	Virtual Reality Space Experience	A walk round local area	Investigative Experience	Mini Beast Hunt	Visit to Chirk Castle				
Science		Uses of everyday materials	Animals, including humans	Plants & Living Things and their Habitats;	Plants	Living Things and their Habitats	Uses of everyday materials				
		Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Notice that animals, including humans, have offspring which grow into adults	Identifying plants in the local area	Observe and describe how seeds and bulbs grow into mature plants	Explore and compare the differences between things that are living, dead, and things that have never been alive.	Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.				
		Find out how the shapes of solid objects made from some materials can be changed by	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Identify and name a variety of plants and animals in their habitats, including microhabitats	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different	Find out how the shapes of solid objects made from some materials can be changed by				



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	squashing, bending, twisting and stretching.	humans of exercise, eating the right amounts of different types of food, and hygiene.	simple food chain, and identify and name different sources of food.	microhabitats.	<p>kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	squashing, bending, twisting and stretching.
Geography		<p>Name and locate the world's 7 continents and 5 oceans.</p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use simple compass directions (north, south, east and</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use simple fieldwork and observational</p>	<p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>



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		<p>ocean, river, soil, valley, vegetation, season and weather</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>Use simple fieldwork and observational skills to study the geography of Chirk Castle and its grounds and the key human and physical features of its surrounding environment.</p>
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History		<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Neil Armstrong, Tim Peakes)</p>	<p>Learn about significant people and events in their own locality. (J.P. Joule, Suffragettes)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Lowry)</p>			<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally.</p>
Art	Andy Goldsworthy and landscape sculptures.	Mixed media collage Christmas cards	L.S. Lowry Colour mixing Compare pieces of artwork	Orla Kiely and Mary Quant Line, shape and form		
Design and Technology	Designing and making fruit Smoothies				Designing and Making Hand Puppets	Design and make a catapult



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Computing	We are photographers Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	We are photographers Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	We are astronauts Understand what algorithms are: how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.		We are zoologists Use technology purposefully to create, organise, store, manipulate and retrieve digital	We are detectives Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
PE	Gymnastic Skills We are Adventurers	Dance We are Adventurers	Gymnastics	Invasion Games Skills	Athletics	Net and Wall Games Skills
PSHE	Getting on/falling out/say no to bullying We are Adventurers	We are Adventurers	Good to be me	Going for Goals	Relationships	Changes
Music	Christmas production songs	Christmas production songs	Ukulele	Ukulele	Animals, poetry and the historical context of musical styles	History of music in context. Classical music. Placing the music from previous units



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						in their time. Consolidate the foundations of the language of music.
RE	Multi faith celebrations Christianity: the church		Unifying theme: celebrations and festivals		Multi faith celebrations	Multi faith celebrations Unifying theme; leaders and teachers
UNICEF Rights Respecting	Article 12 Respect for the views of the child	Article 28 Right to Education	Article 31 Right to relax, play and take part in a range of cultural and artistic activities	Article 24 Right to best possible health	Article 29 Education should teach children to respect the natural environment.	Article 19 Right to be protected from harm