

Long Term Planning 2021-22

Year Group:	Year 2	Class:	Badgers and Raccoons	Teacher:	Mr Hoskins and Miss Murdoch	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching inquiry question:	Castles 6 th Sept to 22 nd Oct (7 Weeks)	Frozen Worlds 1 st Nov to 17 th Dec (7 Weeks)	Africa 4 th Jan to 18 th Feb (7 Weeks)	Marvellous Britain 28 th Feb to 8 th April (6 Weeks)	Tin Forest 25 th April to 27 th May (5 Weeks)	Seaside 6 th June to 22 nd July (7 Weeks)
Hook / celebration:	Hook/Celebration: Conisbrough Castle	Hook/Celebration: Christmas Fayre	Hook/Celebration: African Drumming	Hook/Celebration: Jubilee	Assessment period	Hook/Celebration: Cleethorpes
Exceptional Experiences Successful lives:	Experiences/visits/ cultural capital: Conisbrough Castle	Experiences/visits/ cultural capital: Christmas concert	Experiences/visits/ cultural capital: African Drumming	Experiences/visits/ cultural capital:	N/A	Experiences/visits/ cultural capital: Cleethorpes
Text/s:	All About Castles Jack and the Beanstalk Rapunzel	Boogie Bear Polar Express Christmasaurus	Anna Hibiscus	George's Marvellous Medicine	Tin Forest Dragon Machine	The Pirate Cruncher
Extract/s:		The Penguin who wanted to find out		Bob Cox Mini Beast Extracts	SATs practice papers (Crocodiles, previous papers)	Spiggy Holes Treasure Island
Science	<p>Content:</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>		<p>Content:</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>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 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 micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a</p>		<p>Content:</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Investigate and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Skills: (Plant Experiment) Using their observations and ideas to suggest answers to questions.</p>	

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	<p><u>Skills: (Classifying materials)</u> <i>Identifying and classifying.</i> Decide, with help, how to group materials, living things and objects, noticing changes over time and beginning to see patterns.</p>		<p>simple food chain, and identify and name different sources of food.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Skills: (Exercise Experiment)</u> <i>Observing closely, using simple equipment.</i> Use simple equipment, such as hand lenses or egg timers to take measurements, make observations and carry out simple tests.</p> <p><i>Asking simple questions and recognising that they can be answered in different ways.</i> Suggest ideas, ask simple questions and know that they can be answered/investigated in different ways.</p>		<p>Gather data, record and talk about their findings, in a range of ways, using simple scientific vocabulary.</p> <p>Identify simple patterns and/or relationships using simple comparative language.</p> <p><i>Performing simple tests.</i> Complete steps in the correct order when performing a simple test and begin to recognise when something is unfair.</p> <p><i>Observing closely, using simple equipment.</i> Observe something closely and describe changes over time.</p>	

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History	<p>Content: Features of a castle</p> <p>Skills: All Historical enquiry skills. Historical communication skill 1 Historical concepts skill 1 & 2 Historical chronology Skill 3</p> <p>Key Theme: Events beyond living memory that are nationally/globally significant or Why were castles important? What were the key features of castles? How did they change over time?</p>	N/A	<p>Content: Nelson Mandela</p> <p>Skills: All Historical Chronology. All Interpretation. Enquiry skill 3 Communication skills 1 & 2.</p> <p>Key theme: Lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Content: Life of Elizabeth II</p> <p>Skills: All Historical Chronology All Historical Concepts Historical Communication Skill 1 & 2</p> <p>Key Theme: Events beyond living memory that are nationally/globally significant or commemorated through anniversaries/festivals</p>	N/A	<p>Content: Changes within living Memory (trips to the seaside)</p> <p>Skills: Historical Concepts skill 2 Historical Communications skills 3 and 4</p>		
Geography	<p>Content: Fieldwork-Castle Trip</p> <p>Skills: All Map work skills.</p>	<p>Content: hot and cold places (Year 1-change in Geography document)</p> <p>Skills: All Enquiry skills and communication.</p>	<p>Content: Hot and cold places (Year 1-change in Geography document)</p> <p>Skills: All Enquiry skills and communication.</p>	<p>Content: United Kingdom Surrounding seas North/Irish/Celtic Seas, English Channel</p> <p>Study of a small area of the United Kingdom (Maltby)</p> <p>Skills: All location and places (Year 1)</p>	<p>Content: Fieldwork 2 and 3</p> <p>Skills: All Map work skills (recap)</p>	<p>Content: Study of a small area of the United Kingdom</p> <p>Skills: All Human and Physical Geography</p>		

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				All Globes, maps and plans. (Maltby)		
	<p>Covered through the Year</p> <p>Content: Continents and Oceans Skills: All Location and Places</p>					
Design and Technology	<p>Content: Design and build a model castle.</p> <p>Skills: All make, design and evaluate skills. Technical knowledge skills 3 and 4</p>	<p>Content: Christmas Fayre Enterprise project</p> <p>Skills: All make, design and evaluate skills. All Technical knowledge</p>	N/A	N/A	N/A	<p>Content: Baking bread and making a sandwich.</p> <p>Skills: All cooking and nutrition skills.</p>
Art	<p>Content: Castle Lego Print</p> <p>Skills:</p> <p><i>Drawing</i> Explore tonal range using a variety of media.</p> <p><i>Evaluating</i> To express likes and dislikes about my own pieces of work.</p>	<p>Content: Northern Lights</p> <p>Skills:</p> <p><i>Painting</i> To explore a range of brushes to create different effects</p> <p>Secure understanding of colour.</p>	<p>Content: Tinga Tinga Artwork</p> <p>Skills:</p> <p><i>Drawing</i> I can draw lines of different shapes and thickness for a purpose</p> <p><i>Cultural</i> To use the style of an artist to begin to make links to their own work.</p>	<p>Content: Create playdough map of the United Kingdom, including flags for each country</p> <p>Skills: All sculpture skills</p>	<p>Content: Picture This!</p> <p>Skills: <i>Cultural</i> Describe the work of notable artists, craft makers and designers.</p> <p>To discuss the similarities and differences between various artists, craft makers and designers making links to their own work.</p>	<p>Content: Pirate ship observational drawing.</p> <p>Skills: <i>Drawing:</i> To show observational accuracy when drawing.</p> <p>Explore a range of sketching techniques</p> <p>All Painting skills. All Art Evaluation</p>

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		<p>To secure colour mixing to create tonal range.</p> <p><i>Cultural</i> Describe the work of notable artists, craft makers and designers.</p> <p>To discuss the similarities and differences between various artists, craft makers and designers making links to their own work.</p>				
Computing	<p>Content: Coding unit 2.1 Online Safety 2.2</p> <p>Skills: 2.1 To understand what an algorithm is. To create a computer program using simple algorithms To compare the Turtle and Character objects. To use the button object. To understand how use the Repeat command. To understand how to use the Timer command. To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs.</p>	<p>Content: Spreadsheets 2.3</p> <p>Skills: 2.3 Reviewing prior use of spreadsheets.</p> <p>Copying and Pasting Totalling tools.</p> <p>Using a spreadsheet to add amounts.</p> <p>Creating a table and block graph.</p>	<p>Content: Questioning 2.4 Effective Searching 2.5</p> <p>Skills: 2.4 To show that the information provided on pictogram is of limited use beyond answering simple questions.</p> <p>To use YES or No questions to separate information.</p> <p>To construct a binary tree to separate different items.</p>	<p>Content: Creating Pictures 2.6</p> <p>Skills: 2.6 To be introduced to 2Paint A Picture. To look at the impressionist style of art (Monet, Degas, Renoir).</p> <p>To recreate pointillist art and look at the work of pointillist artists such as Seurat.</p> <p>To look at the work of Piet Mondrian and recreate it using the Lines template.</p>	<p>Content: Making Music 2.7</p> <p>Skills: 2.7 To be introduced to making music digitally using 2Sequence.</p> <p>To explore, edit and combine sounds using 2Sequence.</p> <p>To add sounds to a tune they've already created to change it.</p>	<p>Content: Presenting Ideas 2.8</p> <p>Skills: 2.8 To explore how a story can be presented in different ways.</p> <p>To make a quiz about a story or class topic.</p> <p>To make a fact file on a non-fiction topic.</p>

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	<p>To create programs using different kinds of objects whose behaviours are limited to specific actions.</p> <p>To predict what the objects will do in other programs, based on their knowledge of what the object is capable of.</p> <p>To discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to.</p> <p>To use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story.</p> <p>2.2</p> <p>To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet.</p> <p>To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to others when they aren't there in front of us. To open and send simple online communications in the form of email.</p> <p>To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information they leave online. To identify the steps that can be taken to keep personal data and hardware secure.</p>		<p>Use 2Question (a binary tree) to answer questions.</p> <p>To use a database to answer more complex search questions. To use the search tool to find information.</p> <p>2.5</p> <p>To understand the terminology associated with searching.</p> <p>To gain a better understanding about searching on the Internet.</p> <p>To create a leaflet to help someone search for information on the Internet.</p>	<p>To look at the work of William Morris and recreate it using the Patterns template.</p> <p>To explore surrealism and eCollage.</p>	<p>To think about how music can be used to express feelings and create tunes which depict feelings.</p> <p>To upload a sound from a bank of sounds into the Sounds section.</p> <p>To record their own sound and upload it into the Sounds section.</p> <p>To create their own tune using the sounds which they have added to the Sounds section.</p>	<p>To make a presentation to the class.</p>

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Music	<p>Content: Unit – 1 wanna play in a band</p> <p>Rock</p>	<p>Content: Unit 2- Ho Ho Ho</p> <p>A song with rapping and improvising for Christmas</p>	<p>Content: Unit 1- Hands, Fett, Heart</p> <p>Afropop, South African</p>	<p>Content: Unit 4- Zootime</p> <p>Reggae</p>	<p>Content: Unit 5- Friendship Song</p> <p>Pop</p>	<p>Content: Unit 6- Reflect, Rewind and Replay</p> <p>Classical</p>
	<p>Skills: Listen and Appraise: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea</p> <p>Games: There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> ● Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. ● Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. <p>Singing: Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p> <p>Playing: Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.</p> <p>Improvisation: Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</p> <p>Composition Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Performance: Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>					

