

| BARNBURGH PRIMARY ACADEMY<br>Year 2 Long Term Plan |     |   |   |   |  |  |   |
|--|-----|---|---|---|--|--|---|
| TERM:  |     | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2  |
| Class Novel  |     | Meerkat Mail<br>Molly McDrew Adventure around the World.<br>The boy who biked around the world.   | Castles<br>Mother Earth is Weeping<br>Tin Forest<br>T’was the Night Before Christmas<br>Someone Swallowed Stanley   | Jack and the Bean Stalk (Variety of versions)<br>Revolting Recipes<br>The Amazing Lifecyle of plants  | Little People, Big Dreams<br>The way Back Home/Bob the Man on the Moon                             | Tell me a dragon   | Animals<br>Commotion in the ocean<br>Wild Life: The Extraordinary Adventures of Sir David Attenborough  |
| School trips / Visitor into school                 |     |   | Walk around the village (litter picking)  | Pantomime (virtual?)<br>Local cook/butcher <b>(TBC)</b>   | Ben Parkinson  | George Johnson<br><b><i>School trip: National Coal Mining Museum (TBC)</i></b> | Walk around the village.<br>Birds of prey visit (TBC)   |
| Maths  | Wk1 | Place Value   | Addition and Subtraction  | Multiplication and Division   | Money  | Fractions  | Statistics  |
|  | Wk2 | Place Value   | Addition and Subtraction  | Multiplication and Division   | Money  | Fractions  | Statistics  |
|  | Wk3 | Place Value   | Addition and Subtraction  | Multiplication and Division   | Length and Height  | Fractions  | Position and direction  |
|  | Wk4 | Place Value   | Addition and Subtraction  | Multiplication and Division   | Length and Height  | Time   | Position and direction  |
|  | Wk5 | Place Value   | Geometry - Shape  | Multiplication and Division   | Mass, capacity and temperature   | Time   | Position and direction  |
|  | Wk6 | Addition and Subtraction  | Geometry - Shape  |   | Mass, capacity and temperature   | Time   | Transition  |
|  | Wk7 | Addition and Subtraction  | Geometry - Shape  |   |  |  | Consolidation of Summer Term  |
|  | Wk8 |   | Consolidation of Autumn Term  |   |  |  |   |
| Writing and Drama                                  | Wk1 | Drama Launch:<br>Features of the text: <b><i>Postcard</i></b>   | Drama Launch:<br>Features of the text: non-Chronological report <b><i>(Castles)</i></b>   | Drama Launch:<br>Features of the text: Narrative <b><i>(Jack and the Beanstalk)</i></b>   | Drama Launch:<br>Features of the text: <b><i>Persuasive poster (Little People, Big Dreams)</i></b> | Drama Launch:<br>Features of the text: Recount <b><i>(School trip)</i></b>     | Drama Launch:<br>Features of the text: Setting Description <b><i>(Coast)</i></b>  |
|  | Wk2 | Postcard <b><i>(Meerkat Mail)</i></b>   | Non-Chronological report <b><i>(Castles)</i></b>  | Narrative <b><i>(Jack and the Beanstalk)</i></b>  | Persuasive Poster <b><i>(Little People Big Dreams-Rosa Parks)</i></b>                              | Recount <b><i>(School trip)</i></b>  | Setting Description <b><i>(Coast)</i></b>   |
|  | Wk3 | Postcard <b><i>(Meerkat Mail)</i></b>   | Non-Chronological report <b><i>(Castles)</i></b>  | Narrative <b><i>(Jack and the Beanstalk)</i></b>  | Persuasive Poster <b><i>(Little People Big Dreams-Rosa Parks)</i></b>                              | Recount <b><i>(School trip)</i></b>  | Setting Description <b><i>(Coast)</i></b>   |
|  | Wk4 | Postcard <b><i>(Meerkat Mail)</i></b>   | Letter- Recycling/saving the Earth <b><i>(Mother Earth is weeping/ Tin Forest)</i></b>  | Instructions <b><i>(Revolting recipes/the amazing lifecycle of plants)</i></b>  | Adventure Narrative <b><i>(The Way Back Home)</i></b>  | Character Description <b><i>(Tell me a Dragon)</i></b>                         | Fact File <b><i>(Animals)</i></b>   |
|  | Wk5 | Setting Description <b><i>(Molly McDrew Adventure Around the World)</i></b>   | Letter- Recycling/saving the Earth <b><i>(Mother Earth is weeping/ Tin Forest)</i></b>  | Instructions <b><i>(Revolting recipes/the amazing lifecycle of plants)</i></b>  | Adventure Narrative <b><i>(The Way Back Home)</i></b>  | Character Description <b><i>(Tell me a Dragon)</i></b>                         | <b>Fact File</b> <i>(Animal fact files-</i> Wild Life: The Extraordinary Adventures of Sir David Attenborough)  |
|  | Wk6 | Setting Description <b><i>(Molly McDrew Adventure Around the World)</i></b>   | Letter- Recycling/saving the Earth <b><i>(Mother Earth is weeping/ Tin Forest/Someone Swallowed Stanley)</i></b>  |   | Adventure Narrative <b><i>(The Way Back Home)</i></b>  | Character Description <b><i>(Tell me a Dragon)</i></b>                         | Fact File <b><i>(Animals)</i></b>   |
|  | Wk7 | Setting Description <b><i>(Molly McDrew Adventure Around the World)</i></b>   | Character description <b><i>(T’was the Night Before Christmas)</i></b>  |   |  |  | Riddles <b><i>(Commotion in the ocean)</i></b>  |
|  | Wk8 |   | Character description <b><i>(T’was the Night Before Christmas)</i></b>  |   |  |  |   |
| Reading  | Wk1 | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension   | RWI Phonics/ RWI Comprehension   | RWI Phonics/ RWI Comprehension  |
|  | Wk2 | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension   | RWI Phonics/ RWI Comprehension   | RWI Phonics/ RWI Comprehension  |
|  | Wk3 | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension   | RWI Phonics/ RWI Comprehension   | RWI Phonics/ RWI Comprehension  |
|  | Wk4 | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension   | RWI Phonics/ RWI Comprehension   | RWI Phonics/ RWI Comprehension  |
|  | Wk5 | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension   | RWI Phonics/ RWI Comprehension   | RWI Phonics/ RWI Comprehension  |
|  | Wk6 | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension  |   | RWI Phonics/ RWI Comprehension   | RWI Phonics/ RWI Comprehension   | RWI Phonics/ RWI Comprehension  |
|  | Wk7 | RWI Phonics/ RWI Comprehension  | RWI Phonics/ RWI Comprehension  |   |  |  | RWI Phonics/ RWI Comprehension  |
|  | Wk8 |   | RWI Phonics/ RWI Comprehension  |   |  |  |   |
| Science  |     | Working scientifically<br><i>asking simple questions and recognising that they can be answered in different ways<br/>observing closely, using simple equipment<br/>performing simple tests<br/>identifying and classifying<br/>using their observations and ideas to suggest answers to questions<br/>gathering and recording data to help in answering questions</i> | Working scientifically<br><i>asking simple questions and recognising that they can be answered in different ways<br/>observing closely, using simple equipment<br/>performing simple tests<br/>identifying and classifying<br/>using their observations and ideas to suggest answers to questions<br/>gathering and recording data to help in answering questions</i> | Working scientifically<br><i>asking simple questions and recognising that they can be answered in different ways<br/>observing closely, using simple equipment<br/>performing simple tests<br/>identifying and classifying<br/>using their observations and ideas to suggest answers to questions<br/>gathering and recording data to help in answering questions</i> |  |  | Working scientifically<br><i>asking simple questions and recognising that they can be answered in different ways<br/>observing closely, using simple equipment<br/>performing simple tests<br/>identifying and classifying<br/>using their observations and ideas to suggest answers to questions<br/>gathering and recording data to help in answering questions</i> |

|                              |  |  |   |  |   |   |
|------------------------------|--|--|---|--|---|---|
|                              | <p><b>Animals including humans</b><br/>notice that animals, including humans, have offspring which grow into adults<br/>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)<br/>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>   | <p><b>Use of everyday materials</b><br/><i>identify and compare the suitability 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 squashing, bending, twisting and stretching.</i></p> | <p><b>Plants</b><br/><i>observe and describe how seeds and bulbs grow into mature plants<br/>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i></p>  |  |   | <p><b>Living things and their habitats</b><br/><i>explore and compare the differences between things that are living, dead, and things that have never been alive<br/>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<br/>identify and name a variety of plants and animals in their habitats, including microhabitats<br/>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.</i></p>   |
| <p><b>History</b></p>        |  |  |   | <p><b>Significant individuals (Ben Parkinson)</b><br/><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.</i></p>  | <p><b>Mining (changes within living memory)</b><br/><i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] significant historical events, people and places in their own locality.</i></p>  | <p><b>The local area</b><br/><i>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life<br/>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.</i></p> |
| <p><b>Geography</b></p>      | <p><b>Locational knowledge</b><br/><i>Name and locate the world's seven continents and five oceans<br/>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p>   |  | <p><b>Place knowledge</b><br/><i>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</i></p> <p><b>Geographical knowledge and fieldwork taught through OAA</b><br/><i>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<br/>Use simple compass directions (North, South, East and 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<br/>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<br/>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</i></p> | <p><b>Geographical knowledge and fieldwork taught through OAA</b><br/><i>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<br/>Use simple compass directions (North, South, East and 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<br/>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<br/>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</i></p> | -   | <p><b>Human and physical geography</b><br/><i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles<br/>Use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"><li>- <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></li><li>- <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></li></ul>  |
| <p><b>Art and Design</b></p> | <p><b>Sketchbooks</b><br/><b>Work of other artists</b><br/><b>Painting and drawing</b><br/><i>To use a range of materials creatively to design and make products<br/>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br/>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i></p> |  |   | <p><b>Sketchbooks</b><br/><b>Work of other artists</b><br/><b>Painting and drawing</b><br/><i>To use a range of materials creatively to design and make products<br/>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br/>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i></p>   | <p><b>Outdoor Learning</b><br/><b>Sketchbooks</b><br/><b>Work of other artists</b><br/><b>Sculpture</b><br/><i>To use a range of materials creatively to design and make products<br/>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br/>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i></p> |   |



|   |  |   |  |  |  |                                  |
|---|--|---|--|--|--|----------------------------------|
| <b>Design and Technology</b>  |  |   | <p><b>Construction</b></p> <p><i>design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p><i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <p><i>explore and evaluate a range of existing products</i></p> <p><i>evaluate their ideas and products against design criteria</i></p> <p><i>use the basic principles of a healthy and varied diet to prepare dishes</i></p> <p><i>understand where food comes from.</i></p> | <p><b>Nutrition and healthy eating</b></p> <p><i>design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p><i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <p><i>explore and evaluate a range of existing products</i></p> <p><i>evaluate their ideas and products against design criteria</i></p> <p><i>use the basic principles of a healthy and varied diet to prepare dishes</i></p> <p><i>understand where food comes from.</i></p> |  |                                  |
| <b>Computing</b>  |  | <p><b>Staying safe online</b></p> <p><i>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</i></p>   | <p><b>Staying safe online</b></p> <p><i>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p>   |  | <p><b>Staying safe online</b></p> <p><i>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</i></p>  |                                  |
|   |  | <p><b>Using computers and evaluating digital content</b></p> <p><i>Recognise common uses of information technology beyond school</i></p>  | <p><b>Using data</b></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>   |  | <p><b>Algorithms, programming and debugging</b></p> <p><i>understand what algorithms are; how they are implemented as programs on digital devices; and those programs execute by following precise and unambiguous instructions</i></p> <p><i>create and debug simple programs</i></p> <p><i>use logical reasoning to predict the behaviour of simple programs</i></p> |                                  |
| <b>RE</b>   | <b>Who is Jewish and what do they believe?</b>   | <b>What is a Muslim and what do they believe?</b>   |  | <b>What can we learn from sacred books?</b>  | <b>How and why do we celebrate sacred and special times?</b>   |                                  |
| <b>Music</b>  | <p><b>African song and response song</b></p> <p><b>History of music</b></p> <p><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p><i>Play tuned and untuned instruments musically</i></p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p> | <p><b>Orchestral instruments</b></p> <p><b>History of music</b></p> <p><i>Play tuned and untuned instruments musically</i></p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p> | <p><b>Musical me</b></p> <p><b>History of music</b></p> <p><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p><i>Play tuned and untuned instruments musically</i></p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>   | <p><b>Dynamics, timbre, tempo and motifs</b></p> <p><b>History of music</b></p> <p><i>Play tuned and untuned instruments musically</i></p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>  | <p><b>Myths and legends</b></p> <p><b>History of music</b></p> <p><i>Play tuned and untuned instruments musically</i></p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p>                    |                                  |
| <p><b>PSHE/RSE</b></p> <p><i>Relationships taught through drama</i></p> | <b>Health and wellbeing</b>  | <b>Relationships taught through drama</b>   | <b>Living in the wider world</b>   |  | <b>Transition</b>  | <b>Living in the wider world</b> |

|                  |   |   |   |  |  |   |
|------------------|---|---|---|--|--|---|
| PE               | <p><b>Gymnastics</b></p> <p><i>lead healthy, active lives</i><br/><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <p><b>Invasion games – football</b></p> <p><i>lead healthy, active lives</i><br/><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <p><i>participate in team games, developing simple tactics for attacking and defending</i></p> | <p><b>Dance</b></p> <p><i>lead healthy, active lives</i><br/><i>perform dances using simple movement patterns</i></p> <p><b>Multiskills</b></p> <p><i>lead healthy, active lives</i><br/><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <p><b>Invasion games – basketball</b></p> <p><i>lead healthy, active lives</i><br/><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> | <p><b>Invasion games – Basketball</b></p> <p><i>lead healthy, active lives</i><br/><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i><br/><i>participate in team games, developing simple tactics for attacking and defending</i></p> <p><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i><br/><i>participate in team games, developing simple tactics for attacking and defending</i></p> | <p><b>Invasion games – Dodgeball</b></p> <p><i>lead healthy, active lives</i><br/><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i><br/><i>participate in team games, developing simple tactics for attacking and defending</i></p> | <p><b>Athletics</b></p> <p><i>lead healthy, active lives</i><br/><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <p><b>Net and wall games – Tennis</b></p> <p><i>lead healthy, active lives</i><br/><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i><br/><i>participate in team games, developing simple tactics for attacking and defending</i></p> <p><b>Striking and fielding games – Rounders</b></p> <p><i>lead healthy, active lives</i><br/><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i><br/><i>participate in team games, developing simple tactics for attacking and defending</i></p> | <p><b>Hockey</b></p> <p><i>lead healthy, active lives</i><br/><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i><br/><i>participate in team games, developing simple tactics for attacking and defending</i></p> <p><b>Striking and fielding games – Cricket</b></p> <p><i>lead healthy, active lives</i><br/><i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <p><i>participate in team games, developing simple tactics for attacking and defending</i></p> |
| Outdoor Learning | Forest school introduction  |   | OAA link to geographical knowledge and fieldwork  |  | Art Enrichment - Sculpture   |   |
| MFL              |   | Locational knowledge<br>Greetings<br>Numbers  | Locational knowledge<br>Greetings<br>Days of the week and months of the year  |  | Locational knowledge<br>Greetings<br>Pets  | Locational knowledge<br>Greetings<br>Colours  |
| Drama            | Will be used as a tool to launch each English genre and to teach Relationships in RSE   |   |   |  |  |   |