St Blaise Church of England Primary School

Long Term plan - Ash - Year 2

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Topic Title	**Toys through Time** (History focus)	**Fizz, Pop, Bang** (History focus)	**Amazing Africa** (Geography focus)	**On Safari** (Geography and science focus)	**Up, Up and Away!** (History, geography and science focus)	**Up, Up and Away!** (History and geography focus)
Trips/visits and experiences	In School Toys and Games Workshop Teddy Bears Picnic/Toy Museum - children bring in their own bear and favourite toy from home.	Making a 'Guy' and exploring the Bonfire Night tradition. Visit from the fire station. Theatre Nativity	African drumming African dancing	Visit to Cotswold wildlife Park	Science Oxford Show and Workshop	Synagogue Visit
Parent/ Carer opportunities		Parents invited to Christmas crafting activity session. Nativity performance		Classroom visit		Topic showcase
Assessments	Rocket Phonics	Rocket Phonics NFER Phonics Screening Practise	Rocket Phonics	Rocket Phonics NFER Phonics Screening Practise	Rocket Phonics	Rocket Phonics Yr2 SATs Phonics Screening Retake
English texts	- Traction Man -Toys in Space -Lost in the Toy Museum -Dogger -This Rabbit Belongs to Emily Brown -The Leaf Thief	-Aaron Slater Illustrator -Beegu -Night Flight -The Bonfire Dance -The Christmas Eve Tree	- Lila and the Secret of Rain -Little red and the Very Hungry Lion -Mama Panya's Pancakes	-Meerkat Mail -We're Going on a Lion Hunt -Tinga Tinga Tales -Catch It -The Ugly Five -One Day on our Blue Planet	-Wings of Icarus -The Great Balloon Hullaballoo	-Emma Jane's Aeroplane -Taking Flight
Class Novel	The Amelia Jane Collection – Enid Blyton	One Christmas Wish Christmasaurus	Flat Stanley The African Safari Discovery Anna Hibiscus	The Giraffe, the Pelly and me - Roald Dahl	The Wings of Icarus	Airshow!
Mental maths	*Counting forwards and backwards in 1s from any number within 100.* *Count forwards and backwards in 5s to 50.*	*Continue counting objectives from Term 1a.* *Counting forwards and backwards in 1s beyond 100.*	*Times tables 2s, 5s and 10s multiplication facts.* *Number bonds – adding multiples of 10 to make 100 e.g. 60 + 40 = 100*	*Times tables, 2s, 5s and 10s division facts.* *Using number bonds to make multiples of 10 within 100 e.g. 27 + 3 = 100.*	Times tables 2s, 5s and 10s mixed facts.	*Count in steps of 3* ***Recap and revisit previous learning***

	Count forwards and backwards in 2s to 20. Number bonds within 10. Moving between counting in 10s then 1s e.g. 10, 20, 30, 31, 32, 33	*Count in multiples of 10 beyond 100 forwards and backwards. Count in 5s to 100. Count forwards and backwards in 2s beyond 20, starting at different numbers. Number bonds within 20.*	*Doubles and halves to 10.* ***Recap and revisit previous learning***	*Doubles and halves to 20.* ***Recap and revisit previous learning***	Counting in steps of 10 from any 2 number e.g. 3, 13, 23, 33 ***Recap and revisit previous learning***	
Maths unit	Place Value (4 weeks) Addition and Subtraction (2 weeks) *Toy Shop: Adding and subtracting using money.*	Addition and Subtraction (3 weeks) Shape (3 weeks) *Explore pattern and symmetry through spiral art.*	Money (2 weeks) Multiplication and Division (4 weeks)	Multiplication and Division (1 week) Length and Height (2 weeks) Fractions (3 weeks)	Mass, Capacity and Temperature (3 weeks) Time (3 weeks)	Statistics (2 weeks) Position and Direction (2 weeks) Consolidation (2 weeks) *Use language to develop understanding of symmetry in art by peeling back monoprints.*
Science	**Everyday Materials** -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 shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. *Recognise and name a variety of materials that toys are made out of.*	**Everyday materials** -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 shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. *Use language to support understanding of concepts of growth, human body and natural forms in art.*	**Animals including Humans** -Notice that animals, including humans, have offspring which grow into adults. -Find out about and describe the basic needs of animals, including humans, for survival. -Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.	**Living things and their habitats** -Explore and compare the differences between things that are living, dead, and things that have never been alive. -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. -Identify and name a variety of plants and animals in their habitats, including micro-habitats.	**Plants** -Observe and describe how seeds and bulbs grow into mature plants. -Find out how plants need water, light, and a suitable temperature to grow and stay healthy. *Identify common plants, insects, food chains, life cycle, and living and decay in art.*	**Science adventures** -Egg drop experiment. Protecting the egg by cushioning the landing and slowing the speed that it falls. -Paper aeroplane investigation. Predicting, recording, and reflecting. *Focus on animals, trees, and materials in art.*

	How do toys move? Investigate pushes and pulls. *Explore what happens when you join one or more materials together to construct new forms.*			-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.		
History	**Toys Through Time** -Use artefacts, pictures and stories to find out about the past. -Recognise the difference between toys of the past and those of today. -Sequence toys from today and those from previous generations in a timeline. -Ask and answer questions about toys from the past. -Use time language, such as before I was born, when I was younger, when my grandparents were young, and century, before, after, past, present, then, now.	**The Gunpowder Plot/Guy Fawkes** -Explain why a historical figure (Guy Fawkes) was important and how they changed things. -Describe significant events (Gunpowder Plot) from beyond living memory and explain cause and consequence. -Research the past using a variety of secondary sources. -Learn how the events influence how we celebrate Bonfire Night today. -The monarchy and Houses of Parliament. -Compare 2 versions of a past event. -Understand what sources of evidence are and how they can be used.	**Amazing Africa** -Nelson Mandela (significant people).	**On Safari** -History of conservation, linked to shooting/hunting. -Cotwold Wildlife Park - the history of their site and the role of the zoo.	**Up, Up and Away** -Study the History of Flight -Daedalus and Icarus- understanding the concept of a myth and concept of time in relation to known events. -Hot air balloons – Bleriot -Early flight: The -Significant advancements in flight -Understanding the chronology of the history of flight and creating a timeline over the Summer term to display this. Order events and types – up to 5 Ask deeper and more complex questions – why? What has the past taught us? How does this impact the future?	**Not history specific**
Geography	**Toys Through Time** -Compare toys from around the world - similarities and differences.	**Fizz Pop Bang** -Talk about London and how it is the capital city.	**Amazing Africa** -Identify similarities and differences between two areas.	**On Safari** -Use locational and directional language to describe the location of features and routes.	*Explore habitats, soil, vegetation, cities/towns/villages, and seasonal weathers in art.*	Maps/ world locations – Use simple compass directions and locational and directional language to describe the

	-Ask and answer geographical questions. -Consider whether all children have the same access to toys.		-Name and locate the worlds oceans and continents on a map, globe and atlas. -Identify the similarities and differences between the place I live and Kenya, Africa. -Identify the location of hot and cold areas of the world in relation to the equator. -Describe physical and human features. -Map skills. -Urban and rural Kenya comparison. *Inspired by the local landscape to paint a scene that explores weather.*	-Identify seasonal and daily weather patterns in the UK and Kenya. -Identify the location of rainforests, savannas and deserts.		location of features and routes on a map. Contrasting localities – journeys to places – physical features *Adapt to explore habitats and continents in art.*
Art	**Playful Making** *Sculpture, drawing* Artists: -Christo & Jeanne-Claude -Faith Bebbington -Caitlind r.c. Brown -Wayne Garrett -Introduction to sculpture -Explore the work of other sculptors. -Take a playful and inventive approach to making sculptures. -Explore what happens when you join one or more materials together to construct new forms.	**Spirals** *Drawing, Collage, Sketchbooks* Artists: -Molly Haslund -Build an understanding about the way you can make marks on a drawing surface. -Explore drawing tools. -Mark making. -Explore making drawings as a result of observation. -Introduction to sketchbooks as a place of personal exploration.	**Stick Transformation Project** *Making, Drawing, Sketchbooks* Artists: -Chris Kenny -Use imagination to transform a stick into new forms. -Think creatively and laterally about how you can use materials to make a small sculpture. -Make stick people inspired by African dolls. -Use sketchbooks to brainstorm, record and reflect. Book: Stick Man	**Expressive Painting** *Painting, Sketchbooks* Artists: -Marela Zacarias -Charlie French -Vincent Van Gogh -Cezanne -Introduction to the idea that you can paint in an intuitive and exploratory way. -Explore primary colours and secondary colours through expressive mark making, connecting colour and texture. -Explore brush work. -Draw from a colourful still life. -Make expressive and gestural paintings with acrylic paint.	**Inspired by Flora and Fauna** *Drawing, Collage, Sketchbooks* Artists: -Eric Carle -Joseph Redoute -Jan Van Kessel -Introduction to the idea that many artists use flora and fauna to inspire artwork. -Close looking as a way to build drawing skills. -Practice cutting and collage skills. -Explore shape and colour to build images. -Work collaboratively on a shared background for the artwork.	**Exploring the World Through Mono Print** *Printmaking, Drawing, Collage* Artists: -Xgacoc'o X'are -Leonardo Da Vinci -Explorations of drawing from photographs/film and small, closely observed objects. -Develop drawing and mark making skills. -Introduction to mono print. -Take creative risks and use drawing as a way to playfully invent and create narratives.

				-Use sketchbooks to record, experiment and reflect.	Book: The Very Hungry Caterpillar	
DT	Linked to access art. Designing a roller coaster, generating models and producing mock ups using a range of tools and materials.	Cooking – popcorn and healthy snacks	Linked to access art -textiles to dress and design, test and evaluate.	TBA	Cooking – cress sandwiches.	Design and make a range of parachutes and paper aeroplanes/egg drop experiment.
Music	Play tuned and un-tuned instruments musically. **Performance:** Maintain a simple part within a group. **Composition**: Create a sequence of long and short sounds. Clap rhythms. **Listening:** identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.	**Nativity** – **Performance**: Use voices expressively by singing songs and speaking chants and rhymes. Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Listening – young person's guide to the orchestra, nutcracker, introducing orchestra instruments.	Play tuned and un-tuned instruments musically. **Performance:** Maintain a simple part within a group. **Composition:** Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds. Choose sounds to create an effect. **Listening:** identify the beat of a tune.	**Listening** to African music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality recorded music from different traditions and from great musicians and composers. Identify the beat of a tune. Clap rhythms. **Performance**: Use voices expressively by singing songs and speaking chants and rhymes. Learn an African playground song.	Play tuned and un-tuned instruments musically. **Performance:** Maintain a simple part within a group. **Composition:** Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds. Choose sounds to create an effect. **Transcription:** Devise non-standard symbols to indicate when to play and rest.	**Listening:** Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. **Performance**: Use voices expressively by singing songs and speaking chants and rhymes.
PE	**Hockey skills**: preparation for competitive games. **Basic ball skills:** throwing, catching, and rolling.	**Basketball skills** **Dance:** Inspired by fireworks and the gunpowder plot.	**Tag Rugby** **Cycling:** Nathan Cleal	**Gymnastics** **Fitness:** warm up, stretching, prep for looking after yourself, yoga.	**Striking, fielding and rackets:** rounders and cricket **Tennis**	**Athletics:** including training for Quad Kids and school sports events. **Gymnastics**
Computing	Information Technology all around us	Digital Photography	Programming A – Robot Algorithms	Data and Information - Pictograms	Creating Media – Digital Music	Programming B – Programming Quizzes
RE	What are the best reasons for following a leader Christianity	Understanding Christianity Unit 1.1 (Core) What do Christians believe God is like?	What does Torah mean for Jewish people?	Understanding Christianity Unit 1.5 (Digging deeper) Why does Easter matter to Christians?	Understanding Christianity Unit 1.4 (Core) What is the good news that Jesus brings?	In what ways is the synagogue important to Jews?

		Christianity	Judaism	Christianity/Easter	Christianity	Judaism **Trip to synagogue**
PSHE	Me and My Relationships Class rules/school rules and values.	Valuing Differences *Peer discussion and collaboration in art.* Class rules/school rules and values.	Keeping Safe *Ethnic identity in art.* Class rules/school rules and values.	Rights and Respect Class rules/school rules and values.	Being My Best *Responsibility to the planet, collaboration, and peer discussion in art.* Class rules/school rules and values.	Growing and Changing *Peer discussion and collaboration in art.* Class rules/school rules and values.