
























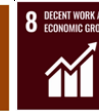











Year 2 Big Ideas

Long Term Planning 2024-2025



Year 2 Planning Overview			
	Autumn	Spring	Summer
Topic title	London's Burning!	Location, Location, Location New Delhi – ASHA/ Leicester	Rainforests
Golden Thread	<p>Past: What happened during the Great Fire of London?</p> <p>Present: How are buildings more protected from fire? (sprinklers, smoke alarms, materials for building)</p> <p>Future: How can we prevent fires from happening? How will the fire service develop? (<i>Technological advancement, Forest fires etc</i>)</p>	<p>Past: How did we discover the continents and oceans of the world? (explorers link to Y6)</p> <p>Present: How do we know about the world today? (link to tv, internet etc)</p> <p>Future: What do we think the world would be like if everyone had shelter and could go to school?</p>	<p>Past: What were the rainforests like in the past?</p> <p>Present: Why are the rainforests shrinking?</p> <p>Future: How can we save the rainforests for future generations?</p>
Curriculum of Global Discovery Drivers	 Technology & Digital Literacy  Healthy Minds & Bodies  Creativity  Critical thinking & Problem Solving	 aspiration  Diversity  Human Rights  Equity  Community & Collaboration	 Sustainability  Global Awareness  Critical thinking & Problem Solving
Avenues for exploration:	<ul style="list-style-type: none"> how can technology help to keep us safe from fire? are some breads healthier than others? effective house design and community planning 	<ul style="list-style-type: none"> everyone has the right to shelter and education: ASHA link how does school help us to get ready for a job? 	<ul style="list-style-type: none"> The Amazon rainforest is the lungs for the earth, what does that mean? Why do they cut the forest down? Do we need palm oil? link to farming
UN Global Goal links	 	       	   
British Values	 	 	 

Charity Link	Personalised by school					
Visit/ experience linked to the topic	Warburtons Burning of the replica		Temple – Melton Road ASHA talk from David Briggs/ Talk with Shiv		Animal Experience (reptiles) School birdhouse	
Hook	Add		Add		Add	
Overall outcome for topic (showcase)	Create a housing development plan for the school's local area considering the things a community need to help it to function effectively and the ways houses should be arranged		Parent event with enterprise project (sale) to raise money for the ASHA charity		Parent event: presentation to parents on the products that use palm oil and why they should use other things leading to making soap	
Key Texts suggestions	<ul style="list-style-type: none"> Vlad and the Great Fire of London World in Danger by Frankie Morland Mr Wolf's Pancakes (tales with a twist similar to Little red Hen) Also tales with a twist = Pigs Might Fly by Jonathan Emmett, Into the Forest/Tunnel by Anthony Browne The Great Fire of London 350th Anniversary Biscuit Bear Mr Wolves' Pancakes Little Red Hen The Baker's Boy and the Great Fire of London Toby and the Great Fire of London The Buildings that made London A Walk in London You wouldn't want to be in the Great Fire of London 		<ul style="list-style-type: none"> Grandad's island (topic book) George's marvellous medicine The Twits Dear Greenpeace (letter writing: revisit y1 letters) Meerkat Mail (letter/ postcard writing) Little Red Riding Hood was Rotten The Big Bad Pig The Same but different The Tiger Skin Rug The Big Book of Blue James and the Giant Peach The Boy Who Sailed the Ocean in an Armchair 		<ul style="list-style-type: none"> The diary of a killer cat. The Hodgeheg Fantastic Mr Fox Dear Greenpeace Handa's Surprise The Green, Green Forest The Boy Who Grew a Forest Buddy's Rainforest Rescue Rainforest Explorers The Great Yapok Tree Yara's Tawari Tree The Monkey Puzzle (<i>rhymes/poetry</i>) 	
English/Phonics	Colourful Semantics (till half term): descriptive writing (characters and settings) linking to Literacy Shed TfW poetry – learn a poem to perform Recount (Samuel Pepys Diary) Instructions – how to make bread Drama – Christmas Show		The Write Stuff Units		The Write Stuff Units	
Purposes for writing	 Writing to entertain  Writing to inform					
Mathematics	 Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Fractions Money	Shape Statistics	Measurement Time	Position and Direction

Block 1	<p>History – Great Fire of London (2 weeks)</p> <p>To compare objects from the time of the Great Fire of London to now and to recognise Samuel Pepys as an important historical figure.</p>	<p>Geography – Oceans and Continent (2 weeks)</p> <p>To name and recall the 5 continents and oceans of the world.</p>	<p>Geography – Rainforests (1 week)</p> <p>To understand the location and features of a Rainforest</p>
Subject outcome 1	<i>- Timeline of events showing the great Fire of London</i>	<i>double page spread 'Same but Different' page to compare Leicester and New Dehli</i>	<i>create a shoebox lid 3D rainforest to showcase the layers and structure of the rainforet</i>
Block 2	<p>DT – Food (1 week)</p> <p>To understand the healthy eating plate and use skills of good hygiene practices to bake bread.</p> <p>Computing: (1 week)</p> <p>Creating Media Digital Photography – Unit 2</p> <p>Pupils should be taught to use technology purposefully to create, organise and manipulate digital content</p> <p>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</p>	<p>Creating Media – Making Music – Unit 3</p> <p>Pupils should be taught to use technology purposefully to create, organise and manipulate digital content</p> <p>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</p> <p>(Unit 5 Leicestershire Music) (Music)</p>	<p>Science –Living things and their habitats (2 weeks)</p> <p>To name carnivores, omnivores and herbivores and the habitats that these animals and plants live in considering what they need to survive.</p>
Subject outcome 2	<p><i>DT- Make Bread (link to Warburtons)</i></p> <p>Computing - Use devices to capture photographs and will gain experience capturing, editing, and improving photos.</p>	Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.	<i>To create a David Attenborough inspired commentary to showcase information learnt within the unit.</i>
Block 3	<p>Art – Great Fire of London project</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation with tints, tones and shades.</p>	<p>Science – Plants</p> <p>To predict, observe and record findings from growing a plant in different conditions.</p>	<p>D&T – Clay</p> <p>To create a clay model animal and design a suitable home for it to live in.</p>
Subject outcome 3	To create fire art for class display using mixed media	<i>Poster of a type of plant with explanation as to why that is different to other plants</i>	<i>To make a clay model animal.</i>
Block 4	<p>Science – Chemistry Use of everyday materials</p> <p>To recognise the difference between an object and its material and sort these in accordance with task suitability.</p>	<p>ART: Cityscapes art project</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation of line, shape and detail.</p>	<p>Science Animals</p> <p>To recognise a range of life cycles and comment on how humans and animals survive.</p>
Subject outcome 4	<i>- create a factsheet for a builder to help them select materials that are fire resistant</i>	<i>To create a whole class cityscape using black ink pens, create 3D buildings</i>	To write a letter as a doctor to help resolve common human hygiene issues using key vocabulary.

Block 5	<p>Computing Systems and Networks – Information Technology around Us - Unit 1 Year 2</p> <p>Pupils should be taught to 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 their online technologies.</p>	<p>Programming A – Robot Algorithms – Unit 5 Year 2 (tech week)</p> <p>Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</p>	<p>Computing - Programming B – An introduction to quizzes Unit 6</p> <p>Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</p> <p>Data and Information – Pictograms - Unit 4 Year 2 (MATHS)</p>
	Subject outcome 5	Learners will investigate how information technology improves our world, and they will learn about using information technology responsibly.	Pupils will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.

Lessons (Taught Weekly)

RE	1.6 Who is a Muslim and how do they live? Part 1	1.3 Incarnation – What does Christmas mean to Christians??	1.6 Who is a Muslim and how do they live? Part 2	1.5 Salvation – Why does Easter matter to Christians?	1.4 Gospel – What is the good news that Jesus brings?	1.8 What makes some places sacred to believers?
PSHE	Rights, Rules and Responsibilities RR12	My Emotions ME12 Anti-bullying AB12	Working Together WT12 Financial Capability FC12	Relationships & Sex Education RS2	Managing Safety & Risk MSR12	Digital Lifestyles Managing Change MC12
PE	Fundamental Movement skills	Dance	Gymnastics	Tri-Golf	Striking and Field Games	Target Games
Music	<p><u>Voice and Pitch</u></p> <p>To develop recognition of pitch and apply to singing to help perform within the nativity performance</p>		<p><u>Rhythm and Pulse</u></p> <p>To develop an understanding of rhythm and pulse through call and response style activities and create individual rhythms to perform.</p>		<p><u>Learnng Recorders</u></p> <p>To learn a range of notes on the recorder and play them clearly as a part of individual and ensemble performances.</p>	