



## Year 2 Long Term Plan 2022-2023

### **Wylam First School Ambition and Intent**

At Wylam First School we have worked hard to design a curriculum, based on the National Curriculum Statutory Requirements, that is specific to our children and the community that we serve. Our high expectations and aspirations for our children are represented in our desire to drive 3 key areas of learning through every aspect of the curriculum. Our aim is to ensure that our children are not only ready for their next stage in education but are equipped with the skills and cultural capital they need to succeed in education and beyond.

#### **Personal Development, Knowledge and Welfare**

Physical health, strength and fitness  
Mental health, growth and well being  
Safety  
Mindfulness  
Social Responsibility  
Cultural Diversity  
Humanities  
Outdoor Learning

#### **STEM**

Science  
Maths  
Engineering  
Computing  
Design Technology  
Sustainable futures  
Environmental issues

#### **Creative Development**

Literacy  
Debate/Public speaking  
Presentation  
Media  
Art  
Music  
Drama

Critical and creative thinking  
Problem solving  
Enterprise  
Perseverance  
Emotional Intelligence  
Resilience

TCLT core values - Collaboration, Innovation, Resilience, Respect

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	The Great Fire of London	Fieldwork skills Intro to digi maps Symbols and Direction (Unity)	The Great Fire of Newcastle and Gateshead	From Here to Africa	Seaside Past and Present	Human and Physical Features (Rural, Urban, Coastal)
Literacy Texts	The Three Billy Goats Gruff  Apples Apples - Poetry  Dick Whittington  Fire of London - Non-fiction  Samuel Pepys Diary	The Owl Who Was Afraid of the Dark  Emperor's Egg  Edward Lear Poems - The Owl and the Pussy Cat The Quangle Wangle's Hat	Cinderella Mufaro's Daughter African Folk Tales  Riddles - What Am I? Tyger by William Blake	The Way Back Home Information texts - Astronauts and Aironauts  Space Poetry Back from Mars Rubbish Tip Alien Space Staring Our Spaceship	The Little Mermaid  Grace Darling information texts  Sea Shanties	The Snail and the Whale  Dear Greenpeace
Literacy Genre Studied	<b>Narrative</b> - Traditional tales <b>Poetry</b> - Senses poetry <b>Non-fiction</b> -recount Diary entries	<b>Non-fiction</b> - <b>Narrative</b> - T4W character flaw <b>Poetry</b> - rhyming narrative	<b>Narrative</b> - retell Stories from other cultures <b>Non-fiction</b> - formal letter/invitation	<b>Narrative</b> - T4W - Meeting tale <b>Non-fiction</b> - Information texts <b>Poetry</b> - Poems around a similar	<b>Narrative</b> - Defeating the Monster <b>Non-Fiction</b> - Newspaper Articles	<b>Narrative</b> - TFW Journey Tale  <b>Non-Fiction</b> Formal Letter Writing

			<b>Poetry- Riddles</b>	theme	Instructions	Non-Chronological Report
<b>Numeracy</b> White Rose	Place Value  Addition and subtraction	Addition and Subtraction  Shape	Money  Multiplication and Division	Multiplication and Division  Length and Height  Mass, capacity and temperature	Statistics  Fractions	Position and Direction  Problem Solving  Time
<b>Geography</b> Unity Curriculum		Fieldwork and map skills Introduction to digi maps symbols and direction (Unity)		Comparison study of locality and non-european location Newcastle and Eldoret (Unity link)		Human and physical Geography in the Local Area (Rural, Urban, Coastal) (Unity)
<b>History</b> TCLT + Unity Curriculum	Great Fire of London (Unity)		Great Fire of Newcastle and Gateshead (TCLT)		Seaside Past and Present (TCLT)	
<b>Science</b> Unity Curriculum	Living Things and their habitats	Animals including humans	Everyday materials	STEM - Scientific Enquiry	Plants	REVISIT Living things and their habitats –

						Everyday materials REVISIT Plants and Animals, including humans
<b>Art</b> Unity Curriculum	Unity Block A <b>Drawing</b> (Final piece - creating a fire picture in the style of the wave techniques learnt)	Unity Block B <b>Painting</b>	Unity Block C <b>Printmaking</b>	Unity Block D <b>Textiles and Collage</b>	Unity Block E <b>3D Block</b>	Unity Block F (Transition) <b>Creative Response</b>
<b>DT</b> DT Association			<b>Mechanisms</b> Wheels and axles		<b>Food and Nutrition</b> Healthy Sandwich	<b>Textiles -</b> Hand Puppets
<b>Music</b> Charanga	<b>Zootime</b> Reggae	<b>Ho, ho, ho</b> Festivals and Christmas	<b>I wanna play in a band</b> Rock	<b>Hands, feet, heart</b> South African Music	<b>Trumpets</b>	<b>Trumpets</b>
<b>RE</b> Northumberland SACRE	<b>1.6</b> Who is a Muslim and how do they live?	<b>1.3</b> Why does Christmas matter to Christians?	<b>1.6</b> Who is a Muslim and how do they live? Part 2	<b>1.5</b> Why does Easter matter to Christians?	<b>1.4</b> What is the 'Good news' Christians believe Jesus brings?	<b>1.8</b> What makes some places sacred to believers?
<b>PSHE/RHE</b> PSHE	<b><u>Relationships</u></b> What makes a	<b><u>Relationships</u></b> What is bullying?	<b><u>Living in the wider world</u></b>	<b><u>Health and wellbeing</u></b>	<b><u>Health and wellbeing</u></b>	<b><u>Health and wellbeing</u></b>

Association	good friend?  Friendship; feeling lonely; managing arguments	Behaviour; bullying; words and actions; respect for others	What jobs do people do?  People and jobs; money; role of the internet	What helps us to stay safe?  Keeping safe; recognising risk; rules	What helps us grow and stay healthy?  Being healthy: eating, drinking, playing and sleeping	How do we recognise our feelings?  Feelings; mood; times of change; loss and bereavement; growing up
<b>Equalities</b> No Outsiders	'The Great Big Book of Families' by Mary Hoffman		'Just Because' by Rebecca Elliot	'The First Slodge' by Jeanne Willis	'The Odd Egg' by Emily Gravett	'Blown Away 'by Biddulph
<b>Computing</b> National Centre for Computing	<u>Unit 2.1 -</u> Computing systems and networks - Information technology around us	<u>Unit 2.2 -</u> Creating media - Digital photography	<u>Unit 2.3 -</u> Creating media - Making music	<u>Unit 2.4 -</u> Data and information - Pictograms	<u>Unit 2.5 -</u> Programming A Robot Algorithms	<u>Unit 2.6 -</u> Programming B An introduction to quizzes
<b>E-safety</b>	E-Safety - Using keywords to safely search for information online	E-safety - Think you know - Lee and Kim	E-safety - I understand what a digital footprint is	E-safety- I can rate and review websites	E-safety - I understand how to judge the suitability of a website and that apps and websites have age restrictions	E-safety - Be kind online

<b>French</b> Language Angels	Colours + numbers	Shapes				I can
<b>Indoor PE</b>	Fitness and Circuits	Gymnastics	Dance	Gymnastics	Dance Plants	Fitness and Circuits
<b>Outdoor PE</b>	Multiskills	Mod team	Attack and Defence	Football	Net and Wall games	Striking and Fielding