

Year 2 Long Term Plan 2020-2021

TERM	AUTUMN 1 8 Weeks	AUTUMN 2 7 weeks	SPRING 1 6 weeks	SPRING 2 6 weeks	SUMMER 1 6 weeks	SUMMER 2 7 weeks
THEME	Art Attack	A mixed up fairy tale	Victorians/Victorian Leamington	All creatures great and small	Beatrix Potter (Contrasting locality the Lake District)	Castles (Focus on Warwick and Kenilworth).
Home Learning	Summer challenge: Write a postcard					
KEY TEXTS	The Day the Crayons Quit & The Day the Crayons came home by Drew Daywalt	Jim and the Beanstalk Three little wolves and the big bad pig	Various non fiction information	The King of Tiny Things	Various Beatrix Potter tales	?
SPECIAL EVENTS						
LEARNING VISITS	Herbert Gallery Church - Harvest Festival	Church - Christmas Carols		Easter service Cotswolds Wildlife Animal Man		Herbert Art Gallery – Toys
BLP	Discreet lessons; <ul style="list-style-type: none"> <li>Revision of the four Rs</li> <li>Getting stuck</li> <li>Comfort zones</li> <li>Learning detectives</li> </ul>		Embedded in all teaching and learning			
GUIDED READING	Stories 1a draw on knowledge of vocab to understand texts 1b identify and explain key aspects such as characters and events 1c identify and explain the sequence of events 1d make inferences from the text 1e predict what might happen on the basis on what has been read so far	Traditional stories 1a) draw on knowledge of vocab to understand texts 1b) identify / explain key aspects of non- fiction texts, such as, titles and information 1d) make inferences from the text	Written comprehension; 1a draw on knowledge of vocab to understand texts 1b identify and explain key aspects such as characters and events, titles and information 1c identify and explain the sequence of events 1d make inferences from the text 1e predict what might happen on the basis on what has been read so far			Preparation for KS2 guided reading; 1a draw on knowledge of vocab to understand texts 1b identify and explain key aspects such as characters and events, titles and information 1c identify and explain the sequence of events 1d make inferences from the text 1e predict what might happen on the basis on what has been read so far
ENGLISH	Letter writing Poetry	Sequencing Narrative Character and setting descriptions	Recount-Diary Poetry recital Science writing Non-chronological report	Setting/character descriptions. Narrative Poetry	Narrative	Recount Non- chronological report Narrative
Spelling	Twinkl Phonics – Phase 6 Wk 1 – ‘y’ saying /igh/ Wk 2 – ‘dge’ and ‘ge’ saying j Wk 3 – Adding -es to words ending in y. Wk 4 – ‘gn’ saying n Wk 5 – ‘kn’ saying n Wk 6 – Adding -ed/-ing to words ending in y. Wk 7 – ‘wr’ saying ‘r’ Wk 8 – ‘le’ saying l	Wk 1 – Adding -er and -est to words ending in y. Wk 2 – el saying l Wk 3 – al and il saying l Wk 4 – Adding -ed and -er to words ending in e. Wk 5 – ‘eer’ saying ear. Wk 6 – ‘ture’; saying /cher Wk 7 – Adding -est and -y to words ending in ‘e’	Wk1- ‘mb’ saying m Wk 2 – ‘al’ saying ‘or’ Wk 3 – Adding -ing and -ed to CVC, CVVC words. Wk 4 – ‘o’ saying u Wk 5 – ey saying ee Wk 6 – Adding – er, est, or – y to CVC and CVCC words	Wk 1 – Contractions Wk 2- ‘war’ saying wor/‘wor’ saying wur Wk 3 – Adding -ment and - ness Wk 4 -s for zh Wk 5 – ‘wa’ saying wo/qua saying quo Wk 6 – tion saying shun	Wk 1 – Adding -ful, -less, -ly Wk 2 – Homophones and Near homophones Wk 3 – Adding dis-	
SPAG	Suffixes from year 1 Expanded noun phrases Capital letters, full stops, question marks and exclamation marks Statements Vowels and Consonants Verbs and Nouns Contractions	Subordinating and coordinating connectives Using present and past tense Commands  (Refer to NNS for guidance on SPAG planning).	Suffixes – ment, ness, ful, less, ly Exclamation sentences  (Refer to NNS for guidance on SPAG planning).	Revise all SPAG  (Refer to NNS for guidance on SPAG planning).	(Refer to NNS for guidance on SPAG planning).	(Refer to NNS for guidance on SPAG planning).
Handwriting	i, l, t, u, v, e, c, o, a, d, n, m,	h, j, y, g, q, b, p, k, v, s, r, f, x, z,	Continual practise of joins and proud presentation			
MATHS  <i>*based on 4 lessons per week</i>	Number and place value  Week 1 (3 days): Assessment post Covid Lockdown – writing numbers to 100, identifying numbers, comparing using <=>, tens and ones in a number, numbers as words.  Week 2: Recognise the place value of each digit in a two digit number, compose and decompose 2 digit number using standard and non-standard partitioning. Reading and writing numbers to 100.  Week 3: Comparing and ordering numbers in the context of length/height Compare and order numbers from 0 up to 100; use < > and = signs Identify, represent and estimate numbers using different representations including the number line.  2NPV-1 & 2NPV-2  Addition & subtraction (5 weeks): - bonds within 20 - adding a 1 digit to a 2-digit number using NB knowledge (not crossing 10) - bonds to 100 (tens) [extend with money] - adding / subtracting 10  2NF-1, 2AS-1, 2AS-3	Addition & subtraction:  Wk1-2: - 1 digit to 2 digit addition (crossing 10 – efficient use of number bonds) - 1 digit from 2 digit subtraction (not crossing 10) - 2 digit addition and subtraction  2AS-2 & 2AS-4  Wk 3: Measurement: money - Using addition and subtraction strategies  Wk 4 - 5 Multiplication and division - counting in 2s, 3s, 5s and 10s (odds and evens). - pictures □ arrays - sharing and grouping  2NF-1 2MD-1 2MD-2  Wk6 & 7 Shape/Statistics - properties - symmetry - comparing - reasoning - data gathering?  2G-1	Number and place Value  Wk1: Capacity focus - scale reading - partitioning 2 digit numbers in variety of ways  2NPV-1 & 2NPV-2  Wk 2 - 3: Multiplication and division (commutativity to be embedded) - times and division tables  2MD-1 2MD-2  Wk 4: Position and direction Shape re-cap 2G-1  Wk 5-6: Fractions - understanding whole / fraction - fractions of shapes - fractions of amounts	Wk 1- 2 Fractions including of length/mass. - fractions of amounts cont.  Wk 3: Measurement: mass  Wk 4: Statistics/Data:  Week 5: Position and Direction  Wk 6: Consolidation	Gap-filling and practice papers (2 weeks) WAGD challenges	WAGD challenges Practical problems involving mass, capacity, height/length and time.  Number fluency

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<b>Maths Blast</b>	<p>Week 1: Adding/Subtracting 1</p> <p>Week 2: Doubles (Clear link with subtraction facts) to 5</p> <p>Week 3: Adding 2</p> <p>Week 4: Bonds to 10</p> <p>Week 5: Bonds to 20</p> <p>Week 6: Adding/Subtracting 10</p> <p>Week 7: Adding/Subtracting 0</p> <p>Week 8: Near Doubles</p>	<p>Week 1: No Family e.g. 5+3</p> <p>Week 2: Subtracting 2</p> <p>Week 3: Doubles to 10</p> <p>Week 4: Near Doubles</p> <p>Week 5: Bridging e.g 8+4</p> <p>Week 6: Compensating</p> <p>Week 7: Compensating</p>	<p>Week 1: 10x table</p> <p>Week 2: 2x table</p> <p>Week 3: 5x table</p> <p>Week 4: 3x table</p> <p>Week 5: ÷ 10 facts</p> <p>Week 6: ÷ 2 facts</p>	<p>Week 1: ÷ 5 facts</p> <p>Week 2: Missing number +</p> <p>Week 3: Missing number -</p> <p>Week 4: Missing number x</p> <p>Week 5: Missing number ÷</p> <p>Week 6: Mixed x facts</p>	Revision of facts	Revision of facts/subtraction
<b>SCIENCE</b>  <i>National curriculum requirements shown in italics</i>	<p><i>SUITABILITY OF MATERIALS</i></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</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p><i>To understand significant events in the lives of famous people and the impact this has had on other people. (History – John McAdam).</i></p> <p><i>Skill: Questioning/Fair Test</i></p>	<p>CHANGING MATERIALS</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing bending twisting stretching.</p> <p><i>Skill: Hypothesising</i></p>	<p><i>HUMAN HEALTH</i></p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><i>Skill: Predicting</i></p> <p><i>PSHE Link - Learn what constitutes and how to maintain a healthy lifestyle including the benefits of physical activity, healthy eating and making healthy choices.</i></p> <p><i>To recognise what they like and dislike and how to make real informed choices that improve their physical and emotional health.</i></p> <p><i>Learn about the importance of maintaining personal hygiene and responsibilities they have for their own health.</i></p> <p><i>To compare aspects of significant individuals who have contributed to the national and international achievements. (History – Mary Seacole/Mary Nightingale/Antibiotic – Alexander Fleming).</i></p> <p><i>Timeline – Add these events on a timeline.</i></p> <p><i>DT – Food – See link below.</i></p> <p>Computing Health, wellbeing and lifestyle (Science link)</p>	<p><i>ANIMALS (LIFE CYCLES)</i></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</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 <del>plants</del> and animals in their habitats, including microhabitats</p> <p>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.</p> <p><i>PSHE Link - To understand the process of growing from young to old and how people's needs may change as they become more independent.</i></p> <p><i>To understand the process of growing from young to old and how people's needs may change as they become more independent.</i></p> <p><i>Skill: Measuring</i></p>	<p><i>PLANTS</i></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out 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 <del>and animals</del> in their habitats, including microhabitats</p> <p><i>Skill: Communicating</i></p> <p><i>PSHE link - To understand what improves and harms their local environment and how to develop strategies to conserve these.</i></p>	<p><i>INVESTIGATING</i></p> <p>Using all science skills for investigations.</p> <p><i>Revisiting of skill: Questioning, fair-testing, hypothesising, measuring and communicating.</i></p> <p>To use a range of software to create graphs, databases, stories and animations. (ICT link).</p>
<b>ICT Skill</b>	To use a range of software to create graphs, databases, stories and animations. (ICT link).					
<b>ART &amp; DESIGN</b>	<p>Barbara Garrison/ Hokusai</p> <p>Printing</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Collage</p> <p>Simplify observed shapes and lines into easily cut shapes.</p> <p>Layer shapes in a piece of work.</p> <p>Cut smaller and more intricate shapes turning paper rather than body when cutting.</p> <p>Select a range of coloured and textured paper to represent ideas.</p>	<p>ICT</p> <p>Use a wide range of tools to create different textures lines, tones, colours and shapes.</p>	<p>Painting</p> <p>Stay within drawn lines when using a thin brush.</p> <p>Use colours that represent ideas.</p> <p>Mix primary colours and use own colours in work.</p> <p>Create different effects with brushes.</p> <p>Use a variety of techniques including weaving, French knitting, tie dying, fabric crayons and wax or oil resist, applique and embroidery.</p>	<p>Sculpture</p> <p>Manipulate clay for a variety of purposes including thumb pots, simple coil pots any models.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Drawing</p> <p>Use different grades of pencil to sketch and shade.</p> <p>Record clearly observable light and dark areas.</p> <p>Draw shapes and lines to represent observations and ideas.</p> <p>Record some detail using lines and shading.</p> <p>Apply pressure to tools to achieve tones.</p>	<p>Weaving</p> <p>Use weaving to create a pattern.</p> <p>Stitch, knot and use other manipulative skills.</p> <p>Use a variety of techniques including weaving, French knitting, tie dying, fabric crayons and wax or oil resist, applique and embroidery.</p>
<b>Significant Artist(s):</b>	<p>Skills: print - pressing, rolling, rubbing, stamping</p> <p>Additional artists: Hokusai</p> <p>Mat: printing ink, collage materials, cardboard, glue</p> <p>Outcome: print</p> <p>Concept: make a print from your favourite artwork</p> <p>Vocabulary: <u>collography</u>-a print making process, <u>print</u>-a mark made on a surface, <u>texture</u>-how the surface of something feels, printmaker-an artist who makes pictures or designs by printing them from plates or blocks</p>	<p>Art: @art_cathyhunt</p> <p>Skills: IT - stop frame animation</p> <p>Additional artists: Tate Art and Technology page; NCCE repository</p> <p>Mat: <a href="http://www.piskelapp.com">www.piskelapp.com</a></p> <p>www.pixilart.com</p> <p>Outcome: animation of a character from traditional tale</p> <p>Concept: create a fairy tale sprite in pixel art</p>	<p>Frederick William Newton Whitehead (Local artist)</p> <p><a href="https://learningtonhistory.co.uk/frederick-william-newton-whitehead-1853-1938-and-elizabeth-whitehead-1854-1934-artists/">https://learningtonhistory.co.uk/frederick-william-newton-whitehead-1853-1938-and-elizabeth-whitehead-1854-1934-artists/</a></p> <p>Skills: work in response to, or copy the style of different artists/tint &amp; tone</p> <p>Victorian Craft- Embroidery, sewing skills.</p>	<p>Art: Pippa Hill</p> <p>Skills:</p> <p>Additional artists: Jon Stuart Anderson</p> <p>Mat: paper, pencils, clay, clay tools</p> <p>Outcome: clay sculpture/pot</p> <p>Concept: make a clay woodland creature</p> <p>Vocab: <u>sculptor</u>-an artist who makes sculptures, <u>sculpture</u>-a three-dimensional form, <u>materials</u>-things from which other things can be made, <u>three-dimensional</u>-not flat (two-dimensional) and therefore appearing real</p>	<p>Art: Beatrix Potter</p> <p>Skills: sketch/shade</p> <p>Additional artists:</p> <p>Mat: graded pencils, paper</p> <p>graded pencils</p> <p>Outcome: sketch of woodlands/woodland creatures</p> <p>Concept: observe pictures and make a sketch of creature</p> <p>Vocab: sketch, tone, shade, grade.</p>	<p>Art: textiles</p> <p>Skills: weaving to create a pattern/dip dying techniques</p>
	Ongoing Art Skills: Review what they and others have done and say what they think and feel about it e.g. annotate sketch book, explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures, begin to work in response to or copy of the style of different artists, understand the safety of basic care of materials and tools.					

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<b>COMPUTING</b>	To use the internet for independent research.	To use a range of software to <del>create graphs, databases,</del> stories and animations.	To understand what personal information is and know where to go to for help and support.  Health, wellbeing and lifestyle (Science link)	To write an algorithm using programming software (e.g. purple mash – logo, purple mash 2DIY).  To debug an algorithm.		To use technology to communicate (e.g. email, facetime, skype, blog post).
<b>Ongoing skills</b>	<i>To use the internet for independent research. To use a range of apps independently.</i>					
<b>DESIGN &amp; TECHNOLOGY</b>	<p>Pencil holders i.e. recycled bottle holder/pencil box/pencil case.</p> <p>I can use my own experiences and conduct research to think of an ideas for a product and discuss its features.</p> <p>I can cut, shape and join materials together and can use different materials to construct simple mechanisms (<i>precise?</i>).</p> <p>I can choose the correct equipment to create my product and explain my choice independently.</p> <p>I can choose suitable materials to create my product and can explain why these are most suitable.</p>		<p>I understand what makes a healthy diet and can describe some of the properties of the foods that I eat.</p> <p>I can plan and create a dish using healthy ingredients and describe why my dish is healthy.</p> <p>I can use tools to cut, chop, mix and slice safely with increasing independence.</p> <p>I prepare food safely and hygienically and can describe what this means. (Science link – Human Health).</p>			<p>I can explore simple mechanisms such as a slider, lever, wheel or axle. (<i>Trebuchet/Cart for castle</i>).</p> <p>I can cut, shape and join materials together and can use different materials to construct simple mechanisms.</p> <p>I can talk about how to make my structures stronger, stiffer and more stable.</p> <p>I can choose the correct equipment to create my product and explain my choice independently.</p> <p>I can describe how my product works.</p> <p>I can choose suitable materials to create my product and can explain why these are most suitable.</p>
	I can use my own experiences and conduct research to think of a ideas for a product and discuss its features. I can design, create and label a plan and use ICT where needed. I can evaluate what was successful. I can suggest improvements and make changes to my design.					
<b>GEOGRAPHY</b> <i>National curriculum requirements shown in italics</i>	<p>Use 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. <i>Maps to include:</i> <i>OS maps</i> <i>Google maps</i> <i>Birds eye view maps</i></p> <p>To name and locate the world's seven continents and five oceans.</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and the north and south poles.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Weather comparison of Leamington and Non-European Country.</p>		<p>Revision – Leamington – Geographical features. Compare with Map of Victorian Leamington.</p> <p>Use simple fieldwork skills and observational skills to study the geography of their school and it grounds and the human and physical features of the surrounding environment.</p> <p>Use simple compass directions N, S, E and W and to describe the location of features and routes on a map.</p> <p>Use aerial photographs and planned perspectives to recognise landmarks and basic human and physical features.</p>	.	<p>Devise a simple map and use and construct basic symbols in a key.</p> <p>Use aerial photographs and planned perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork skills and observational skills to study the geography of their school and it grounds and the human and physical features of the surrounding environment.</p>	<p>Use aerial photographs and planned perspectives to recognise landmarks and basic human and physical features.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European Country.</p> <p>Weather comparison of Leamington and Non-European Country.</p>
<b>Ongoing</b>	<p><i>Looking at rainfall and temperatures across the different seasons. Identify anomalies, e.g. Is it always hot/ cold in Summer/ Winter? Create graphs/ data handling. (Once every half term. Project Summer term to compare the data.)</i></p> <p><i>Vocabulary: Revise – Beach, forest, hill, sea, river, season, weather, town, farm, house, shop, mountain, soil, city, factory, cliff, coast, port, harbour.</i></p> <p><i>New vocabulary: Ocean, valley, vegetation, village, office.</i></p>					
<b>HISTORY</b>		<p>To understand the difference between things that happened in the past and in the present <b>including the impact this has had on change over time. (remembering those who gave their lives, impact of world war, Agreements to stop future wars).</b></p> <p>To have knowledge and understanding of events beyond living memory which are significant nationally or globally, or events commemorated through anniversaries or festivals and be able to talk about it including details. (WW1)</p>	<p>Victorian Leamington – pump room gardens, Victoria park, The Royal Charter, Statue outside the council house etc.</p> <p>To understand the difference between things that happened in the past and in the present <b>including the impact this has had on change over time. (e.g. everyday objects now and in Victorian times, medicine over time, hygiene).</b></p> <p>To understand significant events in the lives of famous people and the impact this has had on other people.</p> <p>To compare aspects of individuals who have contributed to the national and international achievements.</p> <p>To have knowledge and understanding of the lives of significant individuals in the past and explain how they contributed to national and international achievements.</p>		<p>To understand the difference between things that happened in the past and in the present <b>including the impact this has had on change over time. (Role of women e.g. not sent to school/women at the time not publishing books etc. impact of high profile women writers. Lewis Carroll – (Comparison of lives)</b></p> <p>To know about and use a timeline to order events by date and explain why these events have occurred in this order.</p> <p>To understand significant events in the lives of famous people and the impact this has had on other people.</p>	<p>To know about and use a timeline to order events by date and explain why these events have occurred in this order.</p>



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			(See Science – Alexander Fleming, Mary Seacole, Florence Nighingale).  To have knowledge and understanding of events beyond living memory which are significant nationally or globally, or events commemorated through anniversaries or festivals and be able to talk about it including details. (e.g. Significant individuals, )			
<b>Ongoing History Skill</b>	<i>To use books and technology to find out and use facts about the past. Research people and/or events that happened beyond living memory, through books, technology and artefacts and make <b>comparisons</b>.</i> <i>To use the words and phrases such as: XX years ago, century, last month, next month, last year, next year.</i> <i>To ask and answer questions, choosing and using a range of sources (including artefacts/ stories/ pictures/ books and technology). Use the information to draw conclusions about historical events and people.</i>					
<b>MUSIC Charanga Recorders</b>	Hands Feet Heart Unit 1 – Finding the pulse and clapping rhythms. <i>(Based upon South African Music).</i>  Playing instruments using up to three notes – G or G, A + C.  Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.  Improvise using the notes C + D:  <i>Recorders – PPA - Sapphire</i>	Recorders – PPA - Indigo	Recorders – PPA - Turquoise	Recorders – PPA - Sapphire	Recorders – PPA - Indigo	Recorders – PPA - Turquoise
<b>Drums</b>	Sapphire – Warwickshire Music Service		Turquoise – Warwickshire Music Service		Indigo – Warwickshire Music Service	
<b>PE</b>	<u>Games</u>  Throw, catch and strike with control and accuracy.  Choose the appropriate tactics to defend or attack in a game.  Follow the rules of a game.  Can say what is similar or different from others and show how I can improve my own game.	<u>Gymnastics</u>  Show my body is balanced and controlled.  Plan, perform and repeat sequences.  Say what is similar or different from others and show how I can improve.	<u>Dance</u>  Select and use the most appropriate skills, actions and ideas.  Improvise with ideas and movements.	<u>Gymnastics</u> Show my sequences show changes in speed and level.  Work on improving strength and suppleness.  Say what is similar or different from others and show how I can improve.	<u>Dance</u>  Express my ideas through a variety of movements.  Show my movements to be clear and fluent.  Say what is similar or different from others and show how I can improve my own performance.	<u>Games</u> Keep possession of a ball within a game by using hands, feet or hockey sticks.  Follow the rules of a game.  Can say what is similar or different from others and show how I can improve my own game.
	<u>Ongoing:</u> Give reasons why warming up is important. Give reasons why physical activity is good for my health.  <u>PSHE Skills:</u> To share their view and opinions with others and work and play co-operatively. To learn to identify and respect the differences and similarities between people. That bodies and feelings can hurt. Learn what constitutes and how to maintain a healthy lifestyle including the benefits of physical activity, healthy eating and making healthy choices. To recognise what they like and dislike and how to make real informed choices that improve their physical and emotional health. To learn from their experiences, recognise and celebrate their strengths and set simple but challenging goals. To understand about change and loss and the associated feelings.					
<b>RE New curriculum</b>  <i>Also provide opportunities to compare to Sikhism.</i>  <i>Can children suggest answers to questions, express their own ideas and compare?</i>  <i>Key progress: can they analyse and compare/answer questions?</i>	1.6 How and why do we celebrate special and sacred times? <b>Build on from Y1 Christians and Muslims</b>  Lead Harvest festival in church (not happening) -Principles around Harvest & comparing to other religions -Looking after others in need.  Carols in church (not happening)  Understand and talk about the meaning of Christmas-Christingles and Advent  Diwali-Compare and contrast different festivals of light (Build on Y1 learning)  <u>Content &amp; skills:</u> -Ask questions and <b>suggest answers</b> about stories to do with Christian festivals and a story from a festival in another religion (B1).  -Identify some similarities and differences between the celebrations studied (B3).  - Collect examples of what <b>Christians</b> and <b>Muslims</b> do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).  <b>New RSE curriculum*</b> Understand that marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong. <i>That marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong.</i>  <i>To learn that they belong in various groups and communities such as family and school (PSHE objectives to be covered),</i>	1.2 Who is a Muslim and what do they believe?  <u>Content &amp; skills:-</u> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad-identify some ways Muslims mark Ramadan (A1).  - Recognise that Muslims do not draw Allahor the Prophet, but use calligraphy to say what God is like (A3).  -Make links to <b>similarities between other religions</b> , e.g. Sikhs also believe in one God as so Christians. (A3)	1.4 What can we learn from sacred books? <b>Christians and Muslims</b>  Break down the days of Easter to learn what happened.  <u>Content &amp; skills:</u> -Re-tell stories from the Christian Bible and stories from another faith (Islam); <b>suggest ideas</b> of the meaning of these stories (A2). -Make links between the messages within sacred texts and the way people live (A2). -Ask and <b>suggest answers</b> to questions arising from stories Jesus told and from <b>another religion (Islam)</b> (C1). Can they find out the answers for themselves?	1.9 Who is a Hindu and how do they live?  *Additional religion to learn about  <u>Content &amp; skills:</u> -Identify some ways Hindus celebrate Diwali and Holi and talk about how this might make them feel (B1)  -Explain how Hindus use stories, objects, symbols and actions to show what they believe. (B2)  - <b>Compare similarities/ differences</b> to the above (Christianity/ Islam/ Sikhism*) of how people express their identity and belonging within religion using stories, objects, symbols and actions. (B2)	1.3 Who is Jewish and what do they believe?  <u>Content &amp; skills:</u> - Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).  -Ask some questions about believing in God and offer their own ideas (C1).  - <b>Express their own ideas</b> about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways(C1).	
	PSHE Ongoing skills - <i>To learn to identify and respect the differences and similarities between people.</i>					
<b>PSHE</b>	To understand that people and other living things have rights and everyone has a responsibility to protect those rights.	<u>Protective Behaviours</u> To learn how some diseases are spread and can be controlled.	<i>Science Coverage - Learn what constitutes and how to maintain a healthy lifestyle including the benefits of physical activity,</i>	<i>Science coverage – Life Cycles</i>  <i>To understand the process of growing from young to old</i>	To understand that money comes from different sources and can be used for different purposes.	<i>Transition to Junior School</i>  To understand the process of growing from young to old and how people’s needs may

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	<p>To learn how they can contribute to the life of the classroom and the school. (Class/School Rules)</p> <p>To recognise how their behaviour can affect other people.</p> <p>What is fair /unfair/kind or unkind.</p> <p>To share their views and opinions with others. (+PE)</p> <p><i>To learn and listening to others and play and work co-operatively. Resolving arguments through negotiation.</i></p> <p><i>To learn to identify and respect the differences and similarities between people.(PE)</i></p> <p>To learn the difference between teasing and bullying that these are wrong and unacceptable and what to do if they need help.</p> <p>To identify special people in their lives, what makes them special and how special people care for each other.</p> <p><i>Covered in RE - That marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong.</i></p> <p><i>To learn that they belong in various groups and communities such as family and school</i></p>	<p>To learn about good and not so good feelings and to develop simple strategies for managing them.</p> <p><i>That bodies and feelings can be hurt. (PE)</i></p> <p>To learn the correct names for the main parts of the body and the similarities and differences between boys and girls.</p> <p>About rules and ways keeping physically and emotionally safe (including ICT, Road Safety, Fire ect)</p> <p>To recognise people who look after them and establishing a safe network to ask for help if they are worried about something</p> <p>To learn what is meant by 'privacy. (Computing link)</p> <p>To understand what kind of physical contact is appropriate and inappropriate</p> <p>To learn the difference between secrets and surprises.</p> <p>To communicate their feelings to others and to recognise how others show feelings and how to respond.</p>	<p><i>healthy eating and making healthy choices. (+PE)</i></p> <p><i>To recognise what they like and dislike and how to make real informed choices that improve their physical and emotional health.(+PE)</i></p> <p><i>Learn about the importance of maintaining personal hygiene and responsibilities they have for their own health.</i></p> <p>About rules and ways keeping physically and emotionally safe ( including ICT, Road Safety, Fire ect)</p>	<p><i>and how people's needs may change as they become more independent.</i></p> <p><i>To understand the process of growing from young to old and how people's needs may change as they become more independent.</i></p>	<p>To understand what improves and harms their local environment and how to develop strategies to conserve these. (Science link – Plants)</p>	<p>change as they become more independent.</p> <p>To learn from their experiences, recognise and celebrate their strengths and set simple but challenging goals. (+PE)</p> <p>To understand about change and loss and the associated feelings (+PE).</p>
	<p>Ongoing skills covered in areas such as RE: <i>To learn to identify and respect the differences and similarities between people. To learn and listening to others and play and work co-operatively. Resolving arguments through negotiation. To share their views and opinions with others.</i></p>					