





St Joseph's Infant School Year 2 Long Term Curriculum Planning



 <u>St Joseph's infant school</u> Year 2 Long Term Plan 		
	Topics and trips	Key focus
Autumn 1	Me and my World	<i>Geog: Kapow unit Why is our world Wonderful?</i> Science - materials
Autumn 2	Celebrations	History - timelines Lifecycles Guy Fawkes/Diwali/Christmas
Spring 1	Check out Chichester! Local walk to Bishop's Gardens	History Local artist Science - plants
Spring 2	Once upon a time Local walk to Chichester Cathedral, Cross & theatre Retrieval opportunity - tadpoles	Geography - local Science - animals including humans History - events beyond living memory
Summer 1	Tell me a dragon	Science - habitats around the world DT - Dragon Machine Geography- Hot/cold climates in linking to a habitat for an ice dragon
Summer 2	Royalty Trip to Arundel Castle	Science - Living things and their habitats History DT - Ferris wheel



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Autumn 1 Me and my World	History	No history taught this half term
	Geography	Kapow unit: Why is our world Wonderful? Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.
	Computing	See separate LT plan
	PSHE/RSE	My Happy Mind: Meet your brain
	Music	Kapow unit: Musical Me
	PE	Get set 4 PE
	Science	Developing experts: Materials Pupils should be taught to: <ul style="list-style-type: none"> □ 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.
	Art	Pupils should be taught 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. Self-portraits inspired by Paul Klee Art using recycling e.g. milk bottle tops.
	Design technology	No DT this topic
RE	Kapow unit: Year 2-Why do we need to give thanks?	



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Autumn 2 Celebrations	History	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] Use examples of Guy Fawkes?
	Geography	No geography taught this half term
	Computing	See separate LT plan
	PSHE/RSE	My Happy Mind: Celebrate
	Music	Kapow unit: West African call and response
	PE	Get set 4 PE
	Science	Developing Experts: Animals including humans (lifecycles) Pupils should be taught to: □ 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 (water, food and air) □ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
	Art	<u>Pupils should be taught:</u> <ul style="list-style-type: none"> • 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
	Design technology	Kapow unit: pouches When designing and making, pupils should be taught to: Design <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria Make <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks for (example, cutting, shaping, joining and finishing)
RE	Kapow unit: Year 2-What do candles mean to people?	



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Spring 1 Check out Chichester!	History	No history taught this half term
	Geography	Place knowledge 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 (Arctic) Human and physical geography 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 Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather & key human features, including city, town, village, factory, farm, house, office, port, harbour and shop Year 2- Would you prefer to live in a hot or cold place?
	Computing	See separate LT plan
	PSHE/RSE	My Happy Mind: Appreciate
	Music	Kapow unit: Space (standalone)
	PE	Get set 4 PE
	Science	Developing experts: Plants Pupils should be taught to: □ observe and describe how seeds and bulbs grow into mature plants □ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
	Art	Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (variety of media, different surfaces, tone, techniques) Local Artist Steve Wiltshire
	Design technology	Kapow unit: cooking and nutrition Pupils should be taught to: <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.
RE	Kapow unit: Year 2-How do we know some people have a special connection to God?	



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Spring 2 Once Upon a Time - map needs reviewing	History	No history taught this half term
	Geography	Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom (taught as thread in topic cycle A)
	Computing	See separate LT plan
	PSHE/RSE	Kapow Unit: Safety and the changing body
	Music	Kapow unit: British songs and sounds
	PE	Get set 4 PE
	Science	<p>Developing experts: Animals including humans (growth)</p> <p>Pupils should be taught to: □ 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 (water, food and air) □ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
	Art	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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
Design technology	<p>Kapow unit: Baby Bear's Chair</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u>-design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p style="padding-left: 40px;">-generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u>-select from and use a range of tools and equipment to perform practical tasks for (example, cutting, shaping, joining and finishing)</p>	



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		select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
	RE	Kapow unit: Year 2-What is a prophet?

Summer 1	History	No history taught this half term
Tell me a dragon	Geography	<p>Place knowledge</p> <p>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 (Arctic)</p> <p>Human and physical geography</p> <p>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</p> <p>Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather & key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Year 2- Would you prefer to live in a hot or cold place?</p>
	Computing	See separate LT plan
	PSHE/RSE	My Happy Mind: Relate
	Music	Kapow unit: Myths and legends
	PE	Get set 4 PE
	Science	<p>Developing experts: Living things and habitats around the world</p> <p>Pupils should be taught to: □ 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</p>



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		microhabitats □ 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.
	Art	Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (variety of media, different surfaces, tone, techniques)
	Design technology	Kapow unit: Making a moving monster (dragon) When designing and making, pupils should be taught to (dragon machine): <u>Design</u> -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> -select from and use a range of tools and equipment to perform practical tasks for (example, cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
	RE	Kapow unit: Year 2-How do some people talk to God?

Summer 2 Royalty	History	Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (include Covid, cycle lanes and cycling boom!) Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. (Karl Benz-first car, Matthew Henson-first to stand at the North pole) Some should be used to compare aspects of life in different periods. (Neil Armstrong and Tim Peake)
	Geography	Year 1 - What is it like to live in Shanghai? Year 2 - Why is our world wonderful?
	Computing	See separate LT plan
	PSHE/RSE	My Happy Mind: Engage



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Music	Kapow unit: Orchestral Instruments
PE	See separate scheme-Get set 4 PE
Science	<p>Developing experts: Living things and their habitats</p> <p>Pupils should be taught to: □ 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 microhabitats □ 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>
Art	Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.
Design technology	<p>Kapow unit: Fairground wheel (link to London Eye)</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none">• design purposeful, functional, appealing products for themselves and other users based on design criteria• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none">• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]• select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none">• explore and evaluate a range of existing products.• evaluate their ideas and products against design criteria. <p><u>Technical knowledge</u></p>



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		<ul style="list-style-type: none">• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
		Year 1 - Make a moving book Year 2 - Make a moving book (adapted for Year 2 curriculum)
	RE	Kapow unit: Year 2-Where do some people talk to God?