

Long Term Map Overview Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Connector	Let's explore!		Who lives in a place like this...?		Famous people!	
	Is our local area a good place to live?	Who is Samuel Pepys and why was he important?	Where in the world? Comparing countries, continents and oceans)	Would you like to live in a castle?	Was it mission impossible?	Why should we care for others and the world?
Learning						
English	Stories Recount Instructions	Stories Recount Instructions	Stories Recount Instructions	Stories Recount Instructions	Stories Recount Instructions	Stories Recount Instructions
Maths	Solve problems with: Number & place value. Addition & subtraction. Measures – money. Measures – length & height. Fractions.	Solve problems with: Multiplication & division. Shape. Statistics. Measure - time.	Solve problems with: Number & place value. Addition & subtraction. Measures – money. Measure – mass. Fractions	Solve problems with: Multiplication & division. Shape, position & directions. Statistics. Measure – time	Solve problems with: Number & place value. Addition & subtraction. Measures – money. Multiplication & division	Solve problems with: Fractions. Statistics. Shape, position & direction. Measures – capacity, volume & temperature. Measures – time
Science	Plants	Uses of everyday materials	All living things and their habitats SMSC (5)	Uses of everyday materials	Animals including humans SMSC (5)	All living things and their habitats SMSC (5)
Essential Learning	<p>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing,</p>	<p>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>I can 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,</p>	<p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing,</p>	<p>I know that animals, including humans, have offspring which grow into adults.</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>I can describe the importance for humans of exercise, eating the right amounts of</p>	<p>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>I can 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,</p>

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		bending, twisting and stretching.	and how they depend on each other. I can identify and name a variety of plants and animals in their habitats, including micro-habitats. I can 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.	bending, twisting and stretching.	different types of food, and hygiene.	and how they depend on each other. I can identify and name a variety of plants and animals in their habitats, including micro-habitats. I can 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.
Essential Learning practical	<p>I can ask simple questions and know they can be answered in different ways.</p> <p>I can look at things (make observations) closely using simple equipment.</p> <p>I can use what I see (observations) to answer questions.</p> <p>I can gather and record data to answer questions.</p> <p>I can carry out simple tests.</p> <p>I can group and classify things we have studied.</p> <p>I can gather and record data in pictures or writing.</p>					
Computing	Code-tastic	Whatever the weather	Let's fix it	Young author	Super Sci-Fi	You've got mail
Essential Learning	<p>I can create a sequence of instructions and identify that it is an algorithm.</p> <p>I can identify a bug, fix it and explain how I did it</p>	<p>I can complete a tally chart, create a graph and discuss different ways of presenting data</p>	<p>I can identify and create a sprite – animated habitat</p>	<p>I can use technology purposefully to create, store and retrieve digital content.</p> <p>I can create an eBook (Castles)</p>	<p>I can create an electronic game including digital images I've made.</p>	<p>I can safely send an email</p>
Computing (aspects ongoing)	<p>E safety Essential Learning - I can identify the different ways of communicating online and identify risks. SMSC (4)</p> <p>I can explain what is meant by personal information and who I should share it with. I can also explain what cyber bullying means.</p> <p>Research on the Internet/ Multi-media (common uses of information technology beyond the school)/</p>					

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throughout the year)	Data Information (VLE, laptops, i-pads, computer-connected devices).					
Humanities Theme (History & Geography)	What do I know about my local area? (Using aerial photos, recognising landmarks)	The Great Fire of London	Where in the world? (Globes and atlases)	A study of castles (cultural)	Neil Armstrong and the moon landing (spiritual)	Environmental/ eco friendly
Essential Learning	<p>I can use aerial images and other models to create simple plans and maps, using symbols.</p> <p>I can use simple fieldwork and observational skills to study the immediate environment.</p> <p>I know about the facilities a village/town/city may need and why.</p>	<p>I can ask simple questions about the past.</p> <p>I can answer questions about what happened in the past by looking at books, pictures and objects.</p> <p>I can use every-day historical terms.</p> <p>I am beginning to identify some of the ways in which the past is represented.</p> <p>I can show knowledge and understanding of some of the main events and people I have learnt about.</p>	<p>I can name and locate the world's continents and oceans on a map.</p>	<p>I can describe ways in which my life is similar to and different from the lives of people in the past.</p> <p>I can place several events and objects in order and use time connectives to explain them.</p> <p>I can use every-day historical terms.</p> <p>I can answer questions about what happened in the past by looking at books, pictures and objects.</p>	<p>I can place several events and objects in order and use time connectives to explain them.</p> <p>I can use every-day historical terms.</p> <p>I can show knowledge and understanding of some of the main events and people I have learnt about.</p> <p>I can ask simple questions about the past.</p> <p>I am beginning to identify some of the ways in which the past is represented.</p>	<p>I can compare my local area to a non-European country and use basic vocabulary to describe this less familiar place.</p> <p>I know about the facilities a village/town/city may need and why.</p>
Art/DT Theme	Drawing and Colour: Colour theory and technique. (Local artists)	Design and make – Christmas Shop	Texture/3D form: 3D Ocean diorama	Where food comes from – compare to medieval food (medieval banquet)	Making moving vehicles – including wheels and axles	Repeating prints – space picture (Artist – Andy Warhol)
Essential Learning	I can use drawing to try out my ideas, experiences and imagination.	I can identify who my product is for and seek their opinions. I can label my product in an attractive way so	I can develop art and design techniques in using colour, pattern, texture, line, shape, form and space.	I know where food comes from. I can give reasons for choosing ingredients.	I can use knowledge of existing vehicles to come up with ideas. I know that construction kits can be	I can develop art and design techniques in using colour, pattern, texture, line, shape, form and space.

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	I can describe what is the same and what is different about pieces of art and techniques used.	that it will appeal to others. I can assemble, join and combine materials to make products.	I can explain how I would change my work if I did it again.	I can evaluate a product against design criteria.	used to try out ideas and create a mock up. I know that vehicles are made of different working parts and can identify and label the wheels and axles. I can describe how the wheels and axles work and refer to two examples. I can assemble, join and combine materials to build my vehicle, technical elements included. I can evaluate a product against design criteria.	I can talk about a range of artists, craftsmen and designers' work making links to my own. I can describe how pieces of art make me feel.
Music Theme	Rhythms (Maths through music) SMSC (8)		Listening and responding to music from around the world SMSC (8)	Processional music – medieval. Composer link – Tudors e.g. Greensleeves SMSC (8)		Year 2 show (SMSC 8)
Essential Learning	I can sing a variety of different songs, in tune with a limited pitch range. I can perform with a good sense of pulse and rhythm. I can experiment with different sounds including body percussion, everyday		I can listen to a range of recorded and live music and respond to these using movement, discussion and other creative responses. I can create simple rhythmic patterns, melodies and accompaniments to both stories and music including sound effects.	I can follow a conductor giving simple musical instructions and actions (dynamics – loud, soft, tempo – fast, slow, silence). I can create my own music and suggest symbols that could represent sounds (graphic notation).		I can sing a variety of different songs, in tune with a limited pitch range. I can perform with a good sense of pulse and rhythm.

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	objects, musical instruments and voice.		I can listen to a range of compositions and suggest improvements and developments.	I can respond to the ideas of others and improvise my own simple part.		
R.E Theme	What does it mean to belong to a faith community?	Who is Jewish and what do they believe?	Who is a Muslim and what do they believe?	What does it mean to belong to a faith community?	How should we care for others and the world and why does it matter?	How should we care for others and the world and why does it matter?
Essential learning	I can observe and recount different ways of expressing identity and belonging, and respond sensitively.	I can retell and suggest meanings to some religious and moral stories and recognise the traditions from which they come.	I can retell and suggest meanings to some religious and moral stories and recognise the traditions from which they come.	I can recall and name different beliefs and practices, including worship, rituals and ways of life. I can recognise some different symbols, appreciating some similarities between communities. I can notice and respond sensitively to some similarities between different religions and world views.	I can find out about and respond with ideas to examples of cooperation between people who are different. I can find out about questions of right and wrong and begin to express my ideas and opinions in response.	I can find out about and respond with ideas to examples of cooperation between people who are different. I can find out about questions of right and wrong and begin to express my ideas and opinions in response.
P.E. Theme	Gymnastics – turning, spinning and twisting Basketball	Gymnastics – turning, spinning and twisting Speed Stacks	Infant Agility Activities Dance	2G – Swimming 2H – Dance 2P – Multi Skills All - Football	2G - Multi Skills 2H – Swimming 2P - Dance All – Tag Rugby	2G - Dance 2H – Multi Skills 2P - Swimming All - Athletics
Essential Learning	Games - I can follow rules. Gym - I can improve my sequence based on feedback.	Games - I can follow rules. Gym - I can improve my sequence based on feedback.	Dance - I can dance with control and co-ordination. General - I can copy and remember action.	Games - I can follow rules. Dance - I can dance with control and co-ordination.	Games - I can follow rules. Dance - I can dance with control and co-ordination.	Games - I can follow rules. Dance - I can dance with control and co-ordination.

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	General - I can copy and remember action.	General - I can copy and remember action.		General - I can copy and remember action. Swimming - I am able to swim more than one width of a swimming pool.	General - I can copy and remember action. Swimming - I am able to swim more than one width of a swimming pool.	General - I can copy and remember action. Swimming - I am able to swim more than one width of a swimming pool.
PHSE Theme	Me and Feelings and Relationships	Me and Medicines and Drugs	Me and My Healthy Lifestyle	Me and Making Positive Contributions	Me and Keeping Safe	Me and Growing and Changing
SMSC – including British Values	Value of opinion and choice (1) – Democracy Courtesy and manners (2) – Mutual Respect Setting a challenge and organising yourself (3) – Self Respect Importance of being accountable for words and actions online (4) – Liberty and Self Respect Being able to look after yourself and other living things (5) – Self Respect Making up your own mind when faced with information (6) – Democracy, and Liberty Working together / Team work (7) – Democracy and Decision Making Sharing and performing (8) – Self Respect Having an opinion and knowing it's important (9) – Democracy					
Bringing Learning to Life						
Trips, visits, visitors, events etc. To be developed and linked to Life Skills.	Local area walk to observe transport and geographical features (date to be confirmed)	Xmas shop	Mosque visit	Castle day SMSC (2)	Astrodome	Production
Life Skills Challenge Themes		Entrepreneurial Christmas Stall – making gifts to sell SMSC (3)	Global Community Spiritual and cultural links – Mosque visit SMSC (3)			Making a Positive Contribution - Tzedakah

All details will be on short term plans. English and some aspects of Computing and Maths should be in every unit. Long Term Maps are subject to review during the academic year.