

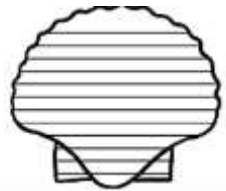







Jennett's Park Primary School - Year 2 Long Term Plan 2024-25

Topic	Great Fire of London		Castles	Under the sea		
WOW, trips, resources	Theatre Visit Burn Tudor houses		Windsor castle trip Sir Teachalot	Sea Life Centre Adopt a sea turtle		
Literacy  Full Stops and Capital Letters	<p>Writing to entertain Fiction – narrative: Toys in Space- writing in the form of the character and character descriptions with a focus on expanded noun phrases, powerful adjectives.</p> <p>Writing to entertain: Setting description: see, hear, feel during the Great Fire of London</p> <p>Writing to entertain Diary entry: Write a diary in the perspective of Thomas Farriner</p>	<p>Writing to inform Diary entry: recalling events of the Great Fire of London like Samuel Pepys did</p> <p>Writing to inform Non-chron reports: About the Great fire of London</p> <p>Writing to entertain Fiction – narrative: Linked to Polar Express. Child finds themselves on the Polar Express- what happens to them?</p>  Great Fire of London (follow on resources)	<p>Writing to persuade Letters persuading crayons to come back</p> <p>Writing to entertain Fiction – narrative The Queens Knickers Descriptive language and explaining choices</p> <p>Writing to inform Biography Create a biography about King Charles III</p>	<p>Writing to entertain Fiction – narrative Based on Barnabus Project (create a creature that was with Barnabus, retelling their escape, or the crew could go on another adventure) https://www.youtube.com/watch?v=f7TVpVcMpHQ</p> <p>Writing to entertain Fiction – character description Create own character for Barnabus project and describe them</p> <p>Writing to inform Recount Following school trip to Windsor Castle</p> <p>Writing to entertain Play script: Turn the Paper bag Princess into a script and act out</p>	<p>Writing to entertain Fiction – narrative creating a new ‘Flat Stanley’ adventure.</p> <p>Writing to inform: non chron report on chosen sea creature</p> <p>Writing to entertain Shape Poetry What will their sea shell sing them a story about? Can put into the shape of a shell of their choice, to make a shape poem</p>  	<p>Writing to entertain Fiction – narrative- Retell the story of what happens to Nen, from the point of view of the fishermen or Nen</p> <p>Writing to persuade Create a poster to advertise chosen country (linked to <i>international week</i>)</p> <p>Writing to entertain Created setting descriptions based from The Enchanted Wood</p> 
Maths  Number Bonds	<u>White Rose</u> Place value Addition and Subtraction	<u>White Rose</u> Addition and Subtraction Shape	<u>White Rose</u> Money Multiplication and Division	<u>White Rose</u> Length and Height Mass, Capacity and Temperature	<u>White Rose</u> Fractions Time	<u>White Rose</u> Statistics Position and Direction

Science Investigations	Focus- Animals including humans Animals including Humans - •Nutrition and balanced diets •Growing food? •Importance of exercise, eating the right amounts of different types of food and hygiene •Human life cycle •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)  Animals, Humans	Focus- Plants - Know the difference between seeds and bulbs - Design and experiment to find what plants need to grow - Describe what plants need to grow and stay healthy. - Describe the life cycle of a plant. - Observe and record the growth of plants over time. - Understand that plants adapt to suit their environment.  Plants	Focus- Animals Including Humans- Life Cycles - Describe the needs of animals for survival. - Describe the needs of humans for survival. - Explore the importance of eating the right food. - Describe what a healthy balanced diet looks like. - Investigate the impact of exercise on our bodies. - Investigate the importance of hygiene.	Focus- Living Things and Their Habitats around the world - Learn about habitats. - Appreciate that environments are constantly changing. - Explore the rainforest and its problems. - Describe life in the ocean. - Discover the artic and Antarctic habitat. - Create a model of a habitat.	Focus- materials and their properties •Use of everyday materials (houses), •what is the best material to build a house from – durable, fireproof •vocabulary of the properties of materials – houses (bending, stretching)  Everyday Materials	Focus- habitats and food chains Living things and their habitats: Comparisons between things that are living, dead and have never lived Habitats and micro-habitats Food chains Seasonal Change  Habitats
Art ■ Drawing ■ Sculpture ■ Painting	Artist – David Best Media – Tissue paper collage Oil pastels for fire effects Focus – Great Fire of London houses, collage, fire		Artist – Paul Klee - Castle and Sun Media – Drawing Focus – Portraits (inside castles, could look at our current queen’s portraits?)		Artist – Henri Rousseau – photos of plants Media – Print, leaf/bark rubbings Focus – Plants and animals prints and shapes	
Computing	Scratch card scratch.mit.edu/info/cards/	Scratch card scratch.mit.edu/info/cards/	Scratch card scratch.mit.edu/info/cards/	Scratch card scratch.mit.edu/info/cards/	Scratch card scratch.mit.edu/info/cards/	Scratch card scratch.mit.edu/info/cards/

Design Technology levers, sliders, wheels and axles	Focus – Making London Tudor houses Evaluate – Materials that houses are or were made from Design and Make – Own London houses	Focus – Make a castle Evaluate – How castles were built, what makes them strong and safe from attack Design and Make – Our own trebuchet or other weapon for the castle	Focus – Sea Life moving scene Evaluate – How they move Design and Make – Making under the sea creatures, back drop with moving parts
Cooking and Nutrition	Focus – Tudor bread recipe Evaluate – Differences in the bread recipes Design and Make – Baking bread (Tudor bread recipe)		Focus – Foods from around the world Evaluate – Which foods are from which countries Design and Make – Designing and making food from around the world
Geography Maps and Atlases Locational knowledge <ul style="list-style-type: none"> The world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge Human and physical geography	Focus – London Locate London Compare London then/now. Look at landmarks including river. Using photographs and maps recognise landmarks, human and physical features. Create own simple maps of London using a simple key.	Focus – Castles Castles of the UK -England, Scotland, N.Ireland and Wales Physical - Where were castles usually built? Why? Different physical features of the land. Locate castles on a map 	Focus – Seaside/ Under the Sea (tbc) Physical and human features of beaches and coastal towns around England Locate the five oceans of the world Identify animals that live in each ocean 
History Skills <ul style="list-style-type: none"> To use primary resources to make explanations 	Focus – Events beyond living memory: Great Fire of London <ul style="list-style-type: none"> History of London (conditions, how they lived) Sequence of events Introduction of a fire service to the UK	Focus – Lives of significant individuals <ul style="list-style-type: none"> Comparisons between time periods of reigning royalty compared to our King today Primary and Secondary sources to research information 	Focus- Seaside holidays <ul style="list-style-type: none"> How holidays have changed since Victorian times Traditional seaside entertainment Clothing worn during this time period

about the past	 Great Fire of London	 Castles, UK, Guy Fawkes	<ul style="list-style-type: none"> - How was life different for 2 differing time periods? - Castles and how they have changed over time 	
<ul style="list-style-type: none"> ▪ Changes within living memory. 				
<ul style="list-style-type: none"> ▪ Events beyond living memory 				
<ul style="list-style-type: none"> ▪ Lives of significant individuals 				
<ul style="list-style-type: none"> ▪ Significant historical events, people and places in their own locality 				

▪ **Languages** N/A for KS1

PE	Jasmine- Real PE	Jasmine- Real PE	Jasmine- Real PE	Jasmine- Real PE	Jasmine- Real- PE	Jasmine- Real PE
RE	Discovery RE Christianity Theme: What did Jesus teach? Key Question for the term – Is it possible to be kind to everyone all of the time? What does it mean to be kind? Who is it easy to be kind to? Who is it hard to be kind to and why? What makes it difficult?	Discovery RE Christianity Theme: Jesus as a gift from God Key Question: Why did God give Jesus to the world? What problems does the world face? Use superheroes and their powers as a link to ‘fixing’ a problem in the world today. Emphasis that God thought the world needed someone to ‘save it’ so Jesus was sent to help people see what they could do to make it better (no superhero powers). What did Jesus teach us about saving the world?	Discovery RE Judaism Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Link celebrations to the foods that are eaten (link to celebrations within the class as well – covering beliefs and culture within current class and across the school). Introduce Jewish celebrations such as Passover. Why was is important to remember the Jewish special friendship with God? Seder meal Festival of Passover, Kashrut.	Discovery RE Christianity Theme: Easter – resurrection Key Question: Is it true that Jesus came back to life again? Learning to retell the Easter story and understand what resurrection means for Christians. Reflect on nature and how it dies away and returns in the spring. How do you cope of feelings of loss? Memories of people. Easter story – what do the children think happened and why? Symbols of new life. Christian belief of resurrection	Discovery RE Judaism Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God?	Discovery RE Islam Theme: Community and Belonging Key Question: Does going to the mosque give Muslims a sense of belonging?

<p>PSHE</p>	<p>To explain how to keep safe around fire -To explain the risks associated with fire, exploring ways to prevent fires -To list key qualities to look for in a good friend -To understand what makes a good friend -To identify how we can be a good friend to others -To identify different types of bullying and explain what to do if they are/witness something which they feel uncomfortable about -To explain what a conflict is and consider ways of resolving conflicts -To know what to do if a conflict escalates</p> <p> Anti- Bullying</p>	<p>To understand and explain why it is important to eat healthy -To identify healthy and unhealthy foods -To name the 5 food groups -To identify foods within each of the groups -To understand the importance of fruit and vegetables -To explain how to keep ourselves safe – link to NSPCC PANTS -To understand the right to say ‘no’ to unwanted touch (and words) -To identify differences between males and females -To understand the basic human lifecycle -To name different parts of the human body -To explain how to stay safe around harmful substances -To identify risks associated with smoking</p> <p> Healthy Living</p>	<p>-To explain what parliament is and why it is important to us -To explain how to keep safe online -To identify what we would do if they were worried or scared about something</p> <p> Online Safety</p>	<p>- To explore life in different countries and situations -To explain how their life is different to the lives of children in other countries - To challenge gender stereotypical jobs - Diversity and equality</p>	<p>-To explain what charity is -To explain why people donate to charities -To fundraise for a charity -To explain the difference between wants and needs</p>	<p>-To celebrate our achievements and of those around us -To know what pride is and identify what makes us proud -To explain why it is important to feel proud and acknowledge accomplishments -To explain what makes us feel proud of other people -Goal setting</p> <p> Feelings</p>
<p>Music</p> <ul style="list-style-type: none"> ▪ Singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality 	<p>Sing Up</p>	<p>Sing Up</p> <p>Christmas Concert performance</p>	<p>Sing Up</p> <p>Listening to medieval music, what can we hear? Castle song</p>	<p>Sing Up</p> <p>Seaside entertainment (oh I do like to be beside the seaside..., music boxes)</p>		

live and recorded music				
▪ experiment with, create, select and combine sounds using the inter-related dimensions of music				