



Wingrove Primary School Long Term Planning Y2

Yr 2 Launch Questions	How Do the Seas Change?	Are All Dragons Evil?	Is the North East the best place to live?	How does fire change the world?	What's lurking at the bottom of the garden?	How is France different to England?
<p>Key subjects</p>	<p>Geography – A visit to St Mary's island and the surrounding area will be the context and stimulus for the learning e.g. <i>Where is the North Sea?</i> name and locate 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</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>use basic geographical vocabulary</p> <p>use world 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</p> <p>Science – Materials Recycling (plastic pollution)</p> <p>Science Animals incl Humans Through the study of</p>	<p>Art/Design – Use a range of drawing and painting materials to create drawings of a dragon's eye. to use a range of materials creatively to design and make products – a dragon</p> <p>D.T – Create a model dragon with moving parts. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Science Animals incl Humans</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>identify that most living things live in habitats to which they are suited and</p>	<p>Geography – Through the key question and visits to The Angel of the North, geographical features and vocabulary will be studied. use basic geographical vocabulary</p> <p>use world 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</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>D.T – The children will create a model based on The Angel of the North. design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>History – Investigate the causes and consequence of the Fire of London and Fire of Newcastle. significant historical events, people and places in their own locality.</p> <p>events beyond living memory that are significant nationally or globally</p> <p>Art – Create art work based on the fire of Newcastle and fire of London. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space – create old style London houses for fire investigation task</p> <p>D.T – The children will create model houses I Tudor style. design purposeful, functional, appealing products for themselves and other users based on design criteria to make new London style houses</p> <p>use the basic principles of a healthy and varied diet to prepare dishes – bakery products</p>	<p>Science – Plants -The children will use the local area and school grounds to investigate growing plants.</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 and animals in their habitats, including micro-habitats</p> <p>Science Animals incl Humans describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>Art – Van Gogh sunflowers know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms (artist study) produce creative work, exploring their ideas and</p>	<p>Geography – Locate France in atlases and maps. use basic geographical vocabulary</p> <p>use world 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</p> <p>Art – Study the work of French artists – Claude Monet Learn 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</p> <p>Music – Learn French songs use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>D.T – Design and make a floating vehicle prototype that would be able to travel to France.</p>



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	<p>living things in rock pools and the local coastal area e.g sorting different types of sea weed the following PoS will be taught. 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>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>Art/Design – Use the illustrations from <i>The Whale Song</i> by Dyan Sheldon as a stimulus for creating art work. to develop a wide range of art and design</p>	<p>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>Geography – Through the investigation of the various habitats of 'dragons' the children will investigate the following: 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>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 – Australia</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>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria (making their own sculpture)</p> <p>Science – Materials 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>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Art/Design – Silhouette Angel of the North to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>RE Judaism – Passover</p> <p>Geography Human and physical features – landmarks.</p> <p>Geographical issues – global warming/bushfires</p>	<p>recording their experiences</p> <p>D.T – Make a salad using ingredients found in the garden. use the basic principles of a healthy and varied diet to prepare dishes</p> <p>know where food comes from</p> <p>Geography devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products (design new transport to get to France)</p> <p>Compare similarities and differences between typical French and English cuisine.</p> <p>understand where food comes from</p> <p>use the basic principles of a healthy and varied diet to prepare dishes –</p>
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	<p>techniques in using colour, pattern, texture, line, shape, form and space to create a seascape</p> <p>History - changes within living memory</p>	<p>compare UK and Australia</p> <p>use basic geographical vocabulary</p> <p>use world 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</p> <p>RE Hinduism - Diwali</p>	<p>Music – Listen and learn North East traditional songs play tuned and untuned instruments musically (drums through NMS)</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>History – Find out about the life of George Stephenson and Grace Darling. the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>significant historical events, people and places in their own locality</p>			
Class Texts	<p>Rosie's Holiday – Rachel Pank</p> <p>The Colour Monster – Anna Llenas</p> <p>Flotsam – David Wiesner</p> <p>Peter's Place – Sally Grindley</p>	<p>Dragonology – The Egg – M P Roberston</p> <p>How to Trap a Dragon – Pie Corbett</p> <p>Dragon Post – Emma Yarlett</p>	<p>Gracie the Lighthouse Cat – Ruth Brown</p> <p>Quest – Aaron Becker</p> <p>Journey – Aaron Becker</p> <p>T4W non-fiction</p>	<p>Vlad and the Great Fire of London – Kate Cunningham</p> <p>Toby and the Great Fire of London – Margaret Nash</p> <p>T4W non-fiction</p>	<p>Jack and the Beanstalk – range of authors</p> <p>Jack and the Baked Beanstalk – Colin Stimpson</p> <p>Trust Me, Jack's Beanstalk Stinks! – Eric Braun</p>	<p>The Cat Who Wanted to Go Home – Jill Tomlinson</p>



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	The Whales' Song – Dyan Sheldon					
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