***Barrington C of E Primary School***

***Yellow Class Year 2 LTP 2022-23***

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|  | **Autumn** ***You are a Star!*** | **Spring** ***Why is the Ocean Blue?*** | **Summer** **Fire! Fire!** |
| **English** | **Stories with recurring language; - - Write simple sentences using recurring language, words and phrases taken from familiar stories.****Poems to read aloud, perform familiar poems and write own****Non-fiction;** **Labels, explanations captions and lists****Report writing based on historical event – moon landings****Guy Fawks****Nativity traditional playscripts** | **Stories with predictable phrasing- (Same author )****Non-fiction;** **Non-chronological report (using technology to organise, restore & retrieve digital content.)** **Stories with predictable phrasing (different cultures)** | **Traditional tales – fairy tales (Kings, Queens & Castles****Shape poems, playing with language, calligrams****Non-fiction;- Report** **Grammar revision****Great Fire of London - Diary recount – Samuel Pepys****Drama – Role play the events of the Great Fire of London****Local Barrington History and compare with London.****Poems by same poet – Michael Rosen** |
| **Maths** | **Year 2**Number and Place ValueAddition and subtractionProperties of shape, 2D & 3D Money applied to the above areasProblem solving  | **Year 2**Multiplication and divisionFractionsMeasure (capacity, length, height, weight, volume, mass & time) Problem solving  | **Year 2**StatisticsProblem solvingGap filling, Consolidation |
| **Science** | **Seasonal Changes Summer to Autumn to Winter** **Harvest – plant growth & trees changing****Uses of every day 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.
* Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.

**Living things and their habitats*** Explore and compare the differences between things that are living, dead and things that have never been alive. (Autumn and hibernating)
* 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 (describe and compare them) link to English non-fiction and Rainforests
 | **Seasonal Changes Winter to Spring & Hibernation****Living things and their habitats*** Identify and name a variety of plants and animals in their habitats, including **micro-habitats**.

Link to habitats for plants at sea. &Living, dead or never alive.**Animals including humans** * Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
 | **Seasonal Changes Winter to Spring to Summer – tree change and plant growth****Uses of every day materials;** - refer back to what we learnt in Autumn for houses that burn/do not burn easily**Living things and their habitats*** 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.
* 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,
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**Animals including humans** * 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.
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| **RE** | Understanding Christianity: Who made the world?  | Celebrations: Why is Christmas important to Christians? | Judaism - TorahWhy is the Torah such a joy for the Jewish community? | Christianity Resurrection / joyWhat are the best symbols of Jesus’ death & resurrection at Easter? | Christianity - What is the good news that Jesus brings? Who was Jesus – a great leader and teacher? | Judaism–Prayer & Worship. Why do Jewish families say so many prayers and blessings? |
| **Computing** | E-safety -communicate safelyIdentify where you can go for help-link with PSHE Recognise common uses of information technology beyond school– link with systems and networks, IT all around us.Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions – recap scratch junior Y1Use Chrome books to;* Research animals and habitats
* Type questions/labels/captions etc. for a report
 | Creating Media – digital photography. & musicData information – creating pictogramsKeeping safe (World safer internet day)Use technology purposefully to create, organise, store, manipulate and retrieve digital contentCross curricular/History – Tim Berners-Lee (invents WWW) | E-safety - Keeping SafeCreate and debug simple programs• Use logical reasoning to predict the behaviour of simple programs* Programming robot algorithms
* Programming - an introduction to quizzes
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| Geography | United Kingdom and the location of hot and cold areas of the world in relation to the Equator, North and South Poles, including Africa. Rainforests | Name and locate the world’s seven continents and five oceans using atlases and globes.Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom  | Use basic geographical language and World maps, atlases & globes. - use google maps to look at physical and human features areas of UK - compare fires in Australia with Great fire of LondonSimple compass and locational & directional language to describe the location of features and routes on a map (maths cross curricular). |
| History | Events beyond living memory that are significant nationally or globally: David Livingstone, Christopher Columbus & Neil ArmstrongSpace explorers- Make comparisons between Space explorers then and now – using archive material. Black History Month (October)Florence Nightingale, Guy Fawkes | Events beyond living memory that are significant nationally or globally: Grace Darling –Link to Geography –location of lighthousesLink to DT making a lighthouseEvents beyond living memory that are significant nationally or globally: Titanic - Link to science and DT – boats and materials | Significant Individuals: - Queen Elizabeth 2nd– compare with Victoria – (2nd longest reign.)Significant events beyond living memory: Learning about the Great Fire of London.Changes within a location: Looking at famous landmarks of London (link with geography) and how they were built and have changed overtime and compare buildings in London and Barrington (any buildings as old as 1666?) |
| Art | Famous ArtistVincent VG – Starry NightSeasonal changes - Observational drawings of natural objects, animals, trees, flowers.Camouflage – reptile camouflage - use of pastels & collageFireworks – different mediumsChristmas cards and decoration | Representing the Sea in different formatsSculpture – clay fishEaster & Mother’s day cards –  | Seasonal changes - paintFather’s Day CardFire art |
| DT | Make Rainforest DiaramasSewing – make Christmas tree using felt and stichesChristmas cards and decorations-different techniques | Valentine Cards - slidersBoats and oceans/seas - link with sinking of the Titanic & materials | Making a house – link with materials and GFoLCarriages |
| Music | Exploring pulse and rhythm | Singing and performing (Nativity play) | Create Rhythm using un-tuned percussionSoundscapes linked to ocean and seas, sea shanties | Melodies & Shape | Class composition |
| PE | PE taught by PE specialist Yoga sessions with Mrs Alderton | PE taught by PE specialistYoga sessions with Mrs Alderton | PE taught by PE specialistYoga sessions with Mrs Alderton |
| PSHE | MMR 4 – Beginning & Belonging | Citizenship3 Working TogetherAnti-bullying week | MMR6 Family & Friends | Citizenship 4 Diversity & Communities | HSL6 & 10 Relationships & Sex educationHSL 9 Personal Safety | MMR8 Managing Change |