

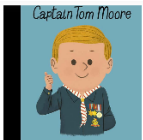
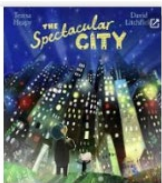


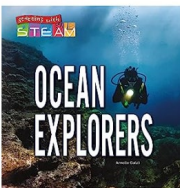
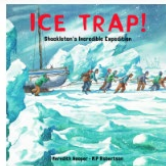
Building  
Brighter  
Futures  
Together

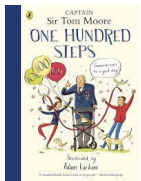
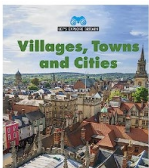



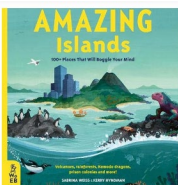
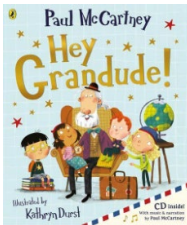

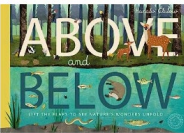
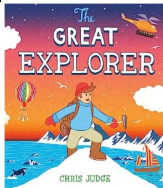
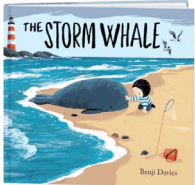


# Eastwood Community School

## Long Term Planning 2023-24



## YEAR 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		LOCAL		NATIONAL		GLOBAL	
Year 2	Unit title	Our Wonderful Community Cpt Sir Tom Moore	Settlements: village, town or city?	London's Calling! (UK capital cities & Significant monarchs )	Island Life	Ocean Explorers (habitats)	Frozen Explorers (Mt Everest & Shackleton)
	Topic summary						 Ice Trap!: Shackleton's Incredible Expedition

	Key Texts		 Stanley S  tick?	 The Buildings that Made London 	 	  Move Grandude? Additional?	  
	Class novel						
	English genres	Stories and poems with familiar settings  Traditional Stories	Instructions link to DT  Poems from others cultures	Letters written for a range of purposes: to recount, explain, enquire, congratulate, complain.	Poems with patterned language and by significant children's poets Riddles, tongue twisters , humorous verse	Information texts  Extended stories by a significant author	Alphabetical texts directories, encyclopaedia and indexes.  Different stories by the same author (Benji Davis)
	Guided Reading Text						
	Geography	Say what I like and do not like about the place where I live  Explain how an area (Keighley) has been	Describe how jobs may be different in other locations  Explain the facilities that a village, town	Name the capital cities of England, Wales, Scotland and (Northern) Ireland.	Describe some features of an island  Explain how an area has been spoilt or improved and give reasons	Name the oceans of the world and locate them on a map.  Explain how an area has been spoilt or	Describe a place outside of Europe using geographical words

		<p>spoilt or improved and give reasons.</p>	<p>and city may need and give reasons.</p> <p>Find where I live on a map of the UK.</p>		<p>Say what I like and do not like about a different place</p> <p>Describe how jobs may be different in other locations</p>	<p>improved and give reasons</p> <p>Describe the key features of a place from a picture using words like: beach, coast, forest, hill, mountain, ocean, valley, <b>river, soil and vegetation</b></p> <p>Say what I like and do not like about a different place</p>	<p>Name the continents of the world and locate them on a map.</p> <p>Describe the key features of a place from a picture using words like: beach, coast, forest, hill, mountain, ocean, valley, <b>river, soil and vegetation</b></p> <p>Explain how an area has been spoilt or improved and give reasons</p> <p>Say what I like and do not like about a different place</p>
	History	<p>Use words and phrases like: before, after, past, present, then, now</p> <p>Recount the life of someone famous from Britain who lived in the past.</p> <p>Find out things about the past by talking to an older person.</p> <p>Answer questions by using books and the internet.</p>		<p>Research the life of a person from the past using different sources of evidence.</p> <p>Give examples of things that were different when my grandparents were children and compare them to modern day life (<b>toys and household objects</b>)</p>	<p>Use words and phrases like: before, after, past, present, then, now</p> <p>Recount the life of someone famous from Britain who lived in the past</p> <p>Answer questions by using books and the internet.</p> <p>Understand some of the ways in which we find out about the past.</p>	<p>Recount the life of someone famous from Britain who lived in the past</p> <p>Answer questions by using books and the internet.</p> <p><b>Captain James Cook</b></p>	<p>Answer questions by using books and the internet.</p>

				Amy Johnson		
Art, Media & artist		Choose between different media including felt-tips, pencils or paintbrushes to create lines of differing thickness. Use a viewfinder to focus on a specific part of an artefact before drawing it. Create a piece of art in response to the work of an artist. Say what I like and dislike about a piece of artwork (mine, peers or artists). <b>Artist: Lucy Pittaway</b>	Use charcoal, pencil and/or pastel to create art. Use different effects within an IT paint package.	Mix paint to create all the secondary colours Create brown with paint. Create tints with paint by adding white. Create tones with paint by adding black. Create a piece of art in response to the work of an artist. <b>Artist: Andy Peutherer</b>	Create a printed piece of art by pressing, rolling, rubbing and stamping using vegetables, sponges and textured objects. Make and paint a clay pot. Join two clay finger pots together. Discuss how artists have used colour, pattern and shape. Create a piece of art in response to the work of an artist. Say what I like and dislike about a piece of artwork (mine, peers or artists).  <b>Artist: Emily Kame Kngwarreye</b>	
DT	Food (Enrichment)	Food (Enrichment)	Textiles (Enrichment)	Textiles (Enrichment)		
Music (Charanga Unit Title)	Hands, Feet and Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind, Replay
Maths	Number and Place Value (including decimals)	Addition and Subtraction ( incorporating money and measures)	Multiplication and Division ( incorporating money and measures)	Fractions/Decimals and Percentages	Geometry and Measures	Statistics

	Science & scientist	<p><b>Uses of everyday materials</b> 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.</p>	<p>Notice that animals, including humans, have offspring which grow into adults. <b>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</b></p>	<p><b>Uses of everyday materials</b> 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.</p>	<p><b>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.</b> Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <b>Identify and name a variety of plants and animals in their habitats, including micro-habitats</b></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>Observe and describe how seeds and bulbs grow into mature plants. <b>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</b></p>
	PE	Gymnastics	Games	Gymnastics	Games	Dance	Games
	ICT / /Computing	<p>Navigate the web to complete simple searches</p> <p>Know how to use the internet safely</p> <p>Use a range of instructions (e.g. direction, angles, turns). Test and amend a set of instructions. Find errors and amend. (debug) <b>Use programming to direct a Beebot.</b> Write a simple program and test it. Predict what the outcome of a</p>	<p>Use a range of instructions (e.g. direction, angles, turns). Test and amend a set of instructions. Find errors and amend. (debug) <b>Use programming to direct a Beebot.</b> Write a simple program and test it. Predict what the outcome of a simple program will be (logical reasoning). Understand that algorithms are used on digital devices.</p>	<ul style="list-style-type: none"> <li>• <b>Create and save a new word document/open an existing document and type a paragraph.</b></li> <li>• <b>Create and save a new PowerPoint presentation.</b></li> <li>• <b>Insert slides on PowerPoint to create a slide show presentation with up to 5 slides.</b></li> <li>• <b>Organise, retrieve and manipulate digital (text/images) into a word document and</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use technology respectfully.</li> <li>• Know where to go for help if I am concerned.</li> <li>• Know how technology is used in school and outside of school.</li> </ul> <p><b>Know how to use the internet safely.</b></p>	<p>Navigate the web to complete simple searches</p> <p>Know how to use the internet safely</p>	

		simple program will be (logical reasoning). Understand that algorithms are used on digital devices. Understand that programs require precise instructions. (2CM)	Understand that programs require precise instructions. (2ML)	<p>PowerPoint using the copy and paste function.</p> <ul style="list-style-type: none"> <li>Format text in a PowerPoint presentation through editing size, font and colour.</li> </ul>			
	RE	<u>How is new life welcomed?</u>	<u>How can we make good choices?</u>	<u>How and why do people pray?</u>	<u>What did Jesus teach and how did he live?</u>	<u>How can we look after the planet?</u>	<u>How can we look after the planet?</u>
	PHSCE	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights &amp; Responsibilities</b>	<b>Being My Best</b>	<b>Growing &amp; Changing</b>
	Trips / experiences / visitors:	Local walk	Media Museum (?)	GFoL: workshop	Church visit	Nell Bank	Cliffe Castle/area of significance for observational drawing

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