

Hawthorn Primary School Long Term Planning Year 2 2018-19							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		Once Upon a Time.	Amazing Animals.	Fire! Fire!	The Scented Garden.	Seaside.	What a Wonderful World!
Core Text		Rapunzel by Bethan Woollvin.	Fabulous Frogs by Martin Jenkins.	Toby and the Great Fire of London by Margaret Nash.	The Bee Who Spoke by Al MacCuish.	The Storm Whale by Benji Davies.	10 Things I Can Do to Help My World by Melanie Walsh.
Related Texts		Little Red and Hansel and Gretel by Bethan Woollvin.	The Big Book of Bugs by Yuval Zommer.	A range of Non Fiction Texts.	The Little Gardener by Emily Hughes.	The Storm Whale in Winter by Benji Davies. The Snail and the Whale by Julia Donaldson.	Eco Zico by Olive O’Brien Don’t Throw that Away by Lara Bergen.
Trips/Visitors		Library/Seven Stories.	Pet’s Corner – Jesmond Dene. Ouseburn Farm. Visit from Animal Antics.	The Discovery Museum. Quayside. Visit the only building that survived the Fire of Newcastle.	Seeds 4 Life at the WEWGC.	To the beach at Cullercoats.	Centre for Life. Waste Education trip to the Summerhill Waste Management Centre in Wallsend.
Expressive Arts and Design	English	Explore a range of TT including alternative versions. Discuss/describe the characters and key features. Story mapping - Make large class map of the story sequence Rapunzel. (C/C link with Geography)/Maths. Write a recount - Link to Science investigations and work covered in DT. Write a set of instructions to make the gingerbread.	A day in the life of a chosen animal. Gather facts about animals that live in different countries, including conditions, location, habitats etc. C/C Geography. Write a story about the daily life in a Zoo.	Read a range of texts about the GFL to gather information and key facts. Fact file. Recount about the trip to the Discovery Museum. Instructions about how to make bread.	Explore a range of non-fiction texts relating to plants. Write an information text on how to look after a chosen plant.	Read a range of books. For example, The Storm Whale, The Snail and the Whale, Katie Morag, The Lighthouse Keeper’s Lunch, An adventure to the Beach. A fact file/information booklet about whales.	Look at a range of fiction and non-fiction texts on recycling and the environment. Write a character description of a recycling hero. Information/Explanation text on why recycling is important and the impact on the environment if we don’t.
	Drama	Role-play in the characters from different TT demonstrating behaviours and feelings. Hot Seating.	Role-play in the animal characters in a zoo.	Role Play – Liked to the Great Fire of Newcastle. Hot Seating – Samuel Pepys.		Give the children different parts of the story from Grace Darling to act out and make their own interpretations.	Hot Seating – Michael Recycle.
	Art and Design	Drawing skills—look at the artwork of famous illustrators and the way characters are portrayed differently in different versions of the same story. The children will then use these ideas to draw their own version of a character from a Traditional Tale.	Colour mixing and water colours to create pictures of the children’s favourite animals using different techniques and brush strokes to create fur and feathers.	Use charcoal and chalk to create a Tudor style house.	Observational drawings of flowers.	Collage work about the Seaside using a range of materials. Use the seaside theme, shells, pebbles, rocks, waves, sand to inspire ideas. Record from observation and focus of elements of lines, shapes and textures.	
STEM	Maths (applied)	Measure length using a ruler in order to make a prototype for a tower. Learn about right angles to help make the tower. (C/C Computing – Beebots) Weigh the ingredients to make the gingerbread. Use directional language and compass directions.	Venn and Carroll Diagrams linked to animals.	Addition and Subtraction Word Problems with a link to the GFL.	Data collection about plant growth.	Interpret data around the Seaside. Draw bar charts from the data and answer questions.	Problems around recycling.

	Science	<u>Materials.</u> Investigate different materials to make a prototype tower for Rapunzel. Investigate different ingredients to decide suitability for making gingerbread people.	<u>Animals and their Habitats.</u> Learn about a variety of living things, their similarities and differences. We will be learning to classify living things into groups. (Wormery, bug hotels and tadpoles)		<u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants. Set up a comparative test to show that plants need light and water to stay healthy.	<u>Electricity.</u> Make a simple circuit to go into the lighthouse created in DT.	
	Computing	<u>Algorithms and Programmes.</u> Unit – We are Astronauts. Program the beebots to travel from the Rapunzel’s tower to the castle. Use the program ‘Scratch’ to plan the journey as above. C/C links with Maths and Geography on Position and Direction.	<u>Data Retrieving and Organising.</u> Unit - We are Photographers.	<u>Communicating.</u> Unit – We are Researchers. Research our topic safely and effectively. Use different programs to learn about the Great Fire of London and Newcastle. (YouTube “The Great Fire of Gateshead and Newcastle 1854) Use the ‘Magic Grandad’ program to develop further understanding of The Great Fire of London. Use technology to support their learning.	<u>Data Retrieving and Organising.</u> Unit - We are Photographers.	<u>E-Safety Skills.</u> Unit- We are Game testers.	<u>E-Safety Knowledge and Understanding.</u>
	Design Technology	<u>Cooking.</u> Weighing and measuring ingredients to make a gingerbread character. C/C Links with Maths.	Working with tools to make a 3D frog out of clay.	<u>Cooking.</u> Weighing and measuring ingredients to make bread buns.	Developing ideas to make a fragrant product using flower petals.	Design and make a lighthouse.	Make a model from recycled materials.
Understanding the World	Geography	Use compass directions and locational and directional language, to describe the routes on a map showing Rapunzel’s tower. Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Link to the map work to Rapunzel.	Use world maps, atlases and globes to identify countries, continents and oceans. Focus on animals and habitats within these areas.	Study London and where it is located in the context of Great Britain.	Exploring plants from around the world and how they are different depending on where they come from. (Physical)	Look at different UK seaside locations in pictures and on maps. Discuss what they were like in the past; how buildings are used etc. Identify international seaside destinations. Use basic geographical vocabulary to refer to the key physical features of the beach. Compare and contrast seaside locations in the UK with Papa New Guinea.	Study different areas of the world where pollution is a problem. (Use atlases and world maps) C/C Global learning

	History			Gather facts and create time lines. Learning about the events which occurred from the Great Fire of London and Newcastle. Comparing and Contrasting. Develop an awareness of the past. Ask and answer questions about what happened. Use a variety of resources to find out about the past. Research about the Great Fire of Newcastle in 1854.		Compare what the seaside was like in the past and what it is like now. Sequence a set of events. What is still similar today? What is different? Compare clothing, activities, family time and so on Look at the life of Grace Darling.	
	RE	<u>Judaism.</u> Beliefs and Practice. The Torah and Shabbat.		<u>Christian Beliefs and Practice.</u> Learn about the ways Christian's express their beliefs particularly through worship.	<u>Easter.</u> Looking at the celebration of Easter and why it is important to Christians.	<u>Talking about God.</u> Compare and discuss what Christians and Jewish people think God is like.	<u>Talking about God.</u> Christian and Jewish beliefs about God, the nature of God and the activity of God in the world. To have the opportunity to reflect on their own experiences and feelings.
	MFL						
PSHE	PE	First Funs 7-9 Dance (Coach)	Throwing and Catching Games Attacking and Defending Games	Match Fit (NUFC) Invasion Games	First Funs 10 – 12 Throwing and Catching Games	Attacking and Defending Gymnastics	Football (NUFC) Athletics
	PSHE	Children will think about how they can contribute to the life of the classroom by agreeing to a set of class rules.	To learn about change and loss and associated feelings. E.g. losing a pet.	Children will learn about fire safety and ways of keeping safe including those who help us.	To identify special people and what makes them special.	Children will learn to recognise the choices they can make and recognise the difference between right and wrong.	To find out what improves and harms their local, natural and built environments and about some of the ways people look after them.
Writing Opportunities (consider range of genre and form)		Letter Writing. Description Writing about specific characters. Write a story in the style of a TT – for example changing the ending or character.	Describe animal habitats and why they are suited to each one. Write about the life cycle of a frog. Write a report about an endangered species of frog.	Character description of Samuel Pepys. Write a diary extract about events from the Great Fire of London. Write a newspaper report about the Great Fire of London.	Write a letter to Barry telling him what conditions plants need to grow. Record the conditions plants grow in from their investigation. Bean diary. Information text about plants.	Poetry Writing - Acrostic Poem. A seaside advert. Weather diary. A newspaper report about the night of Grace Darling's rescue.	Write an explanation text about recycling.