



*St. Gregory's Catholic Primary School*

*Long Term Plan - 2021 / 2022 - Year 2*

Subject	AUTUMN			SPRING			SUMMER		
	<i>Magnificent Monarchs</i>			<i>Movers and Shakers</i>			<i>Coastline</i>		
<b>Religious Education</b>	Beginnings	Signs and symbols	Preparations	Books	Thanksgiving	Opportunities	Spread the word	Rules	Treasures
<b>English</b>	Rapunzel- Traditional Tale	Winter Sleep- Narrative non-fiction	Look up- Contemporary picture book	Rabbit and Bear 1; Rabbits Bad Habits- Illustrated picturebook	Poem to perform- Poetry anthology	The Lonely Beast- Extended picturebook			
<b>Mathematics</b>	Unit 1 – Number and Place Value, Addition and Subtraction and Properties of Shape Unit 2 – Addition and Subtraction and Measurement (length and height) Unit 3 – Multiplication and Division and Position and Direction. Unit 4 – Multiplication and Division, Fractions and Measurement (time)			Unit 5 – Number and Place Value, Addition and Subtraction and Properties of Shape Unit 6 – Multiplication and Division and Measurement (mass) Unit 7 – Addition and Subtraction (incl. money) and Statistics Unit 8 – Multiplication and Division, Fractions and Measurement (volume and capacity)			Unit 9 – Number and Place Value, Addition and Subtraction and Position and Direction Unit 10 – Multiplication and Division and Measurement (incl. temperature) Unit 11 – Addition and Subtraction and Statistics Unit 12 – Multiplication and Division, Fractions and Measurement (time)		
<b>Science</b>	Everyday materials			Animals including humans	Animals including humans		Plants	Living things and their habitats	
<b>Computing</b>	Coding	Online safety	Spreadsheets	Questioning	Effective sharing	Creating pictures	Making music	Presenting ideas	
<b>Physical Education</b>	Fundamental movement skills			Ball skills (throwing and catching)	Ball skills (travelling and sending)		Development of invasion games (football/tag rugby)		
<b>Music</b>	Hands, Feet, Heart	Ho Ho Ho		I wanna play in a band	Zootime		Friendship song	Reflect, rewind and replay	
<b>Art</b>	Portraits and poses- <ul style="list-style-type: none"><li>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.</li></ul>			<ul style="list-style-type: none"><li>Still life- Evaluate and analyse creative works using the language of art, craft and design.</li><li>Analyse and evaluate their own and others' work using artistic vocabulary.</li></ul>			Materials and techniques <ul style="list-style-type: none"><li>Use a range of materials creatively to design and make products.</li></ul>		



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	<ul style="list-style-type: none"> <li>Explain why a painting, piece of artwork, body of work or artist is important.</li> </ul>		<ul style="list-style-type: none"> <li>Select the best materials and techniques to develop an idea.</li> <li>Draw, paint and sculpt natural forms from observation, imagination and memory.</li> </ul>
<b>Design Technology</b>	<p>Can you make a paper bridge? - Children learn how we can make weak, flexible materials stronger and more rigid by changing their shape.</p>	<p>Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.</p> <ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</li> <li>Select the appropriate tool for a task and explain their choice.</li> </ul>	<p>Beach huts - 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>Generate and communicate their ideas through a range of different methods.</p>
<b>PSHE</b>	<p>E-Safety Protective behaviours</p>	<p>Rights and responsibilities Drugs Money Living in the under world</p>	<p>RSE Citizenship All change</p>
<b>Geography</b>	<p>Significant places – royal residences</p> <ul style="list-style-type: none"> <li>Develop contextual knowledge of the location of globally significant places.</li> <li>Name, locate and explain the significance of a place.</li> <li>Draw or read a range of simple maps that use symbols and a key.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<p>Historical landmarks; Significant places</p> <ul style="list-style-type: none"> <li>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</li> <li>Name, locate and explain the significance of a place.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>
<b>History</b>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Jobs in the past; Significant people – Captain Cook</p> <ul style="list-style-type: none"> <li>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Describe what it was like to live in a different period.</li> <li>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</li> </ul>