

Acomb Primary School Long Term Plan



| Year Two CYCLE B |   |   | 2020-21  | 2022-23  | 2024-25   |  |
|------------------|---|---|--|--|---|--|
|                  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
| English          | 4 Stories with recurring language<br>2 Recount  | 2 Information texts / instructions<br>2 Poetry - Vocabulary building<br>1 Take One Book<br>1 Poetry - Structure - caligrams | 4 Traditional Tales - Fairy Tales<br>2 Reports   | 2 Reports<br>1 Poetry - Vocabulary building<br>1 Poetry - Structure<br>2 Take One Book | 2 Traditional Tales - Myths (creation stories)<br>1 Non-Chronological reports<br>1 Instructions<br>1 Poetry - Vocabulary building<br>1 Recounts   | 2 Instructions<br>2 Explanations<br>1 Take One Book<br>2 Take one poet - poetry appreciation   |
| Maths            | Place Value<br>Addition<br>Subtraction  | Addition and Subtraction<br>Multiplication and Division   | Fractions<br>Money<br>Measurement: L&H   | Statistics<br>2D and 3D shape  | Time<br>Measurement (all)   | Four Operations<br><i>Position and Direction</i>   |
| History          |   | Significant events outside living memory<br><i>Guy Fawkes/Gunpowder plot</i><br><i>Great Fire of London</i>                 |  | Changes within living memory<br><i>Homes</i>   | Local History:<br>Travel and transport: first bicycle,<br>first aeroplane flight, first train,<br>first car   |  |
| Geography        | Weather and Seasons -   |   |  |  |   |  |
|                  |   |   | Locational Knowledge<br>Continents, oceans<br>Maps - including key vocab   |  | Place Knowledge<br>Compare York to non-European place: Cairns   | Fieldwork<br>Use maps, 4 compass points,<br>locational and directional language, aerial photos and plans,<br>observational skills<br>Acomb- Our local area |
| Science          | Working Scientifically  |   |  |  |   |  |
|                  | Humans- Our body<br>Body parts, healthy eating, offspring   | Working Scientifically  | Everyday materials   | Animals- habitats  | Plants<br>Identifying and naming plants and trees<br>Structure of plants and trees  | Working Scientifically   |
| Art & Design     | Drawing<br>Ford Maddox Brown  | Painting<br>Vincent Van Gogh  | Collage<br>Guiseppe Archimboldo  | Henri Rousseau (colour)  | Print<br>Aboriginal Art   | Textiles<br>Digital Media- Mondrian  |
| DT               | Textiles<br>Templates and joining techniques  |   | Mechanisms<br>Wheels and Axles   |  | Structures<br>Free standing structures  |  |
| Computing        | E Safety<br>Creativity in IT<br><i>Making pictures, posters, artwork</i>  | Creativity in IT<br><i>Making pictures, posters, artwork</i>  | Digital Literacy<br><i>Visual Media, Music &amp; Sound, Multimedia, Handling Data</i>  |  | Programming / Coding  |  |
|                  | E Safety work throughout the year   |   |  |  |   |  |
| RE               | 1.1 Who is a Christian and what do they believe?  | The Christmas Story   | 1.3 Who is Jewish and what do they believe?  | <i>The Easter Story</i>  | 1.5 What makes some places sacred?  | 1.7 What does it mean to belong to a faith community?  |
| PE               | <b>Fitness:</b> Focus on children developing control of their bodies<br><b>Games:</b> Focus on beginning to apply fundamental skills into basic games |   | <b>Gymnastics:</b> Focus on children linking simple movements together and beginning to show elements of own composition<br><b>Dance:</b> Focus on children performing motifs with varying speed/control and inputting their own ideas |  | <b>Athletics:</b> Focus on broadening the structured events they participate in and the equipment needed for these<br><b>Games:</b> Focus on children applying the range of skills taught in KS1 to simple individual/team games that involve striking and fielding |  |
| Music            |   |   |  |  |   |  |
| PSHE             | Health & Wellbeing  |   | Relationships  |  | Living in the Wider World   |  |