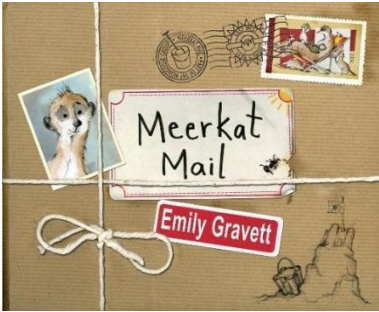

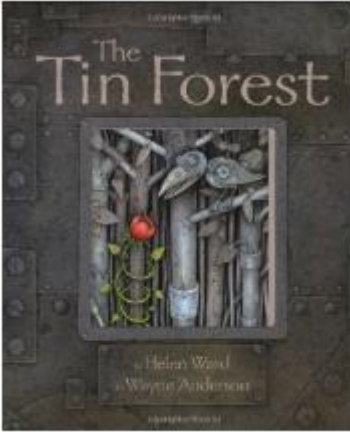
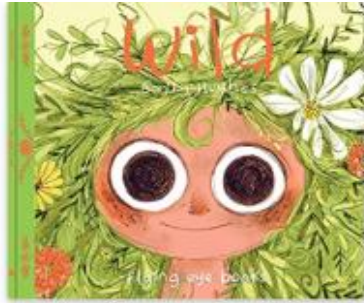


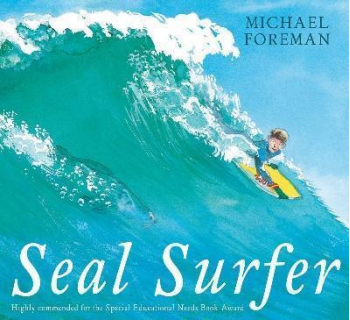


**Sandal Long Term Planning Document - Year 2**

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Hooks / Enrichment Opportunities</b>	Tropical World				Seaside/coast trip	
<b>English</b>	<p>Meerkat Mail</p> 	<p>Little Red Reading hood</p> 	<p>The Tin Forest</p> 	<p>Wild</p> 	<p>The Troll</p>  	<p>Seal Surfer</p> 
<b>Poetry</b>	<p>Poetry Free Verse - Onomatopoeia &amp; alliteration</p> <p>Children to write firework/bonfire night poetry. -</p>		<p>Poetry Visual - Diamantes</p> <p>Children write their own linking to a chosen 'noun' / subject</p>		<p>Poetry Structures - Acrostic</p> <p>Children write their own acrostic poem linked to their topic.</p>	
<b>Maths</b>	<p>Number – place value</p> <p>Addition</p>	<p>Subtraction</p> <p>Shape</p>	<p>Multiplication</p> <p>Division</p> <p>Statistics</p>	<p>Properties of Shape</p> <p>Fractions</p>	<p>Length and height</p> <p>Position and direction</p>	<p>Time</p> <p>Mass, capacity and temperature</p>

<b>Science</b>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> </ul>	<b>Uses of Everyday Materials</b> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<b>Animals including Humans</b> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
<b>Geography</b>	<b>Would you prefer to live in a hot or cold place?</b>  Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.		<b>Why is our world wonderful?</b>  To identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present findings in a bar chart.		<b>What is it like to live by the coast?</b>  Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart.	

[illegible]

<b>MUSIC</b>	Myths and Legends	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Orchestral instruments (Theme: Traditional Western stories)	African call and response song (Theme: Animals)	Musical Me
<b>PSHE</b>	<p>Jigsaw Topic – Being Me in My World</p> <p>Root of Learning – Daring to be Different</p> <p>British Values – Tolerance for other faiths and religions</p>	<p>Jigsaw Topic – Celebrating Difference</p> <p>Root of Learning – Working Together</p> <p>British Values – Mutual respect</p>	<p>Jigsaw Topic – Dreams and Goals</p> <p>Root of Learning – Aiming High</p> <p>British Values – Rule of law</p>	<p>Jigsaw Topic – Relationships</p> <p>Root of Learning – Thinking for Ourselves</p> <p>British Values – Democracy</p>	<p>Jigsaw Topic – Healthy Me</p> <p>Root of Learning – Keeping Going</p> <p>British Values – Individual liberty</p>	<p>Jigsaw Topic – Changing Me</p> <p>Root of Learning – Looking Back</p> <p>British Values – Responsibility</p>
<b>Computing</b>	<p>2.2 Online safety (3 Weeks)</p> <p>2.1 Coding 2code (4 weeks)</p>	<p>2.1Coding Continued 2code (2 weeks)</p> <p>2.3 Spreadsheets (4 Weeks) 2Calculate)</p> <p>Christmas Card Competition</p>	<p>2.4 Questioning (5 Weeks)</p> <p>2Question</p> <p>2Investigate</p>	<p>2.5 <i>Effective searching</i> (3 weeks)</p> <p>2.7 <i>Making music</i> (2 week)</p>	<p>2.7 Making music (1 week)</p> <p>2.6 Creating pictures (5 weeks)</p>	2.8 Presenting ideas (4 weeks)
<b>RE</b>	<p>How is new life welcomed?</p> <p><i>Christianity, Islam and non-religious view.</i></p>	<p>How can we make good choices?</p> <p><i>Christianity, Islam and non-religious approaches to life, with some reference to Judaism</i></p>	<p>How and why do people pray?</p> <p><i>Christianity and Islam</i></p>	<p>How can we look after the planet?</p> <p><i>Christianity, Islam and a non-religious view</i></p>	<p>What did Jesus teach and how did he live?</p> <p><b>(Christianity workshop)</b></p> <p><i>Christianity</i></p>	<p>What did Jesus teach and how did he live?</p> <p><i>Christianity</i></p>