




Long Term Planning – Year 2

 Oldbrook First School Living and Learning Together	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme Overview	The Great Fire	Twisted Tales	One Small Step...	The wonderful world of Beatrix Potter	Historical Heroes and Heroines	Enchanted Forests
Hook	Baking Writing with quills	Visiting Panto Staff Panto	Classroom solar system Astronaut Training	Ark Farm KC Rabbits	Roald Dahl Museum	Warwick Castle
First Hand Experiences	Fire Engine Visit / Visit to Station Burn Tudor houses	Classroom castle Dress up day	Story Under the Stars Space Station Birmingham	Dog's Trust – animal visits Theatre Trip – Demon Dentist	George's Marvellous Medicine Experiment Day	Kings, Queens, Knights, Jesters!
Celebration	Nativity	Learning Celebration	Learning Celebration	Class Assembly	Learning Celebration	Leavers Assembly
Role Play	The Bakery	Fairy Tales	Space Shuttle	Doctors	Writing Shed	Castle
Cookery	GFoL Cookies					
Forest Schools	Fire Safety / Exploration	Mini-beasts	Getting to Know the Trees and Plants – Maps	Wild Art and Framing	Dens and Kelly Kettle	Bows and Arrows and Catapults
Author Study and Key Texts	Cressida Cowell The Great Fire of London by Claire Llewellyn Samuel Pepys Diary	Fairytales/Alternative Versions Le Petit Cordonnier - The Little Shoemaker (video clip stimulus):	Jane Hissey David Walliams – the First Hippo on the Moon Space Boy	Beatrix Potter Demon Dentist (Class Book)	Roald Dahl Danny the Champion Georges Marvellous Medicine Enormous Crocodile Mathilda Charlie and the Chocolate Factory Revoluting Rhymes	Castle Poems: Jackie Hoskins AA Milne The Knight that Wouldn't Fight – Helen Docherty George and the Dragon – Chris Wormell
Pie Corbett		Cinderella / The Three Little Pigs		Peter Rabbit		
English	Non-Fiction Diary Newspaper report Poetry - fire Instructions - making biscuits Biography Samuel Pepys	Talk For Writing Character/setting descriptions, Recipe for Friendship Comparison of Traditional and Alternative Fairy Tales	Non-Fiction explanation Use dictionaries/thesaurus Stories with patterns- Aliens wear underpants Poems with alliteration/humour/adventurous word choice	Character Description Letter Writing Non-Fiction - Report	Roald Dahl Character description- grandma Non-Chronological Report on the enormous crocodile-Information text-crocodiles Persuasive Letter Setting Description	Robin Hood / Sherwood Castles and Knights Poems with patterns/shape poems


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Maths	Solving problems using + and – Money Multiplication and Division.	Place value – partitioning and re-combining two digit numbers. Identify, represent and estimate numbers Compare and order number from 0 – 100 using <> Use place value to solve problems Recall and use + and – facts to 20 fluently and derive and use related facts up to 100. Commutativity	Commutativity Multiplication and Division. Inverse Statistics	Fraction Measures 2D 3D shapes	Position and Direction Problem Solving Using all operations	Time Measures Addition Subtraction Multiplication Division


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Science	<p>Materials Skills – recording/collating & presenting data, making predictions, sorting & classifying, identify what to change/keep the same for a fair test. Identify and compare the suitability of a variety of everyday materials for particular uses. Predict then develop a fair test to see which materials burn, apply knowledge - which would you use to build a house to prevent a fire? Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Explore how materials can be changed by heating/cooling & identify which are reversible/irreversible (toast, ice etc.)</p>	<p>Investigations Skills – asking questions & recognising that they can be investigated in different ways, identify what to change/keep the same for a fair test, recording results.</p> <p>What happens when you mix different solids with water?</p> <p>Which brick builds the best tower?</p> <p>Do all liquids freeze?</p> <p>Where is the best place to grow cress?</p> <p>What happens when you mix different liquids?</p>	<p>Making Observations Skills – observing what happens, noticing cause and effect</p> <p>What is gravity? Observe what happens when dropping objects – do they all fall downwards? Relate to Isaac Newton Moving objects – which force causes the movement? (Push, pull, gravity etc.)</p> <p>Observe bubbles, why is there a rainbow? Explore bending light to create rainbows.</p> <p>Who uses telescopes? Why? Relate to Tim Peak.</p>	<p>Living Things and Their Habitats Skills – sorting & classifying, noticing patterns, presenting data, drawing conclusions.</p> <p>Explore and compare the difference 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 and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 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>Animals including Humans Understand that animals, including humans, have offspring which grow into adults – match off spring to adult. Use secondary sources to find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Use secondary sources to find out and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Consider carefully completing mould test)</p>	<p>Plants Re-cap cress investigation and describe how seeds and bulbs grow into mature plants – draw a simple life cycle.</p> <p>Plan and carry out some investigations with plants to reinforce that plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Some seedlings in dark/light Some seedlings in cold/warmth Some seedlings with water/no water etc.</p> <p>Investigate will plants only grow with water to 'drink'?</p>
Computing	Creating an e-book 2 create a story Book creator APP	Navigating websites Blogging and sending e-mails- Purple Mash	Paint- artists Colour Magic Purple Mash	Bee bots and Algorithms 2 Debugging 2Go Purple Mash Lightbot APP	Scratch 2	Animate Puppet Pals APP
Internet Safety	Self Image Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Wellbeing and Lifestyle	Privacy and Security Copyright and Ownership


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History	The Great Fire of London- Events beyond living memory and their impact The Lives of significant individuals and their importance (Samuel Pepys) Thomas Farriner, Sir Christopher Wren, King Charles II		Changes within living memory The Space Race overview Mae Jemison – First black female astronaut Isaac Newton Stephen Hawking Tim Peak	The lives of significant individuals in the past who have contributed to national and international achievements Beatrix Potter Comparison of significant local people- Steve Backshall.		
Geography		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and Physical Features Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map			Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - link to Tokyo Olympics Human physical features	use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Compare to seaside Castle

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Art	Artist: Delphine Diallo	<p>Textiles / Collage- explore tapestries and the use of tapestries in history. Experiment with stitches, weaves and joining fabrics. Plan and create a patchwork square- Cinderella.</p> <p style="text-align: center;">Artist: Arthur Rackham/Siona Benjamin</p>		<p>Drawing/ painting: Explore tone using different pencils, pens, pastel, charcoal and chalk. Use line and tone to represent things seen. Evaluate own work and make improvements. Chose preferred media to create own work.</p> <p>Illustrator: Beatrix Potter</p>	<p>Sculpture Naoshima Island, also known as 'Art Island' in Japan work by Tadao Ando and Yayoi Kasuma to design and create our own Naoshima sculpture, using clay. Use in different ways to support geography learning e.g. Maasai necklaces, setting pictures of different environments</p> <p style="text-align: center;">Artist: Tadao Ando</p>	
Design Technology	Plan and make Tudor Houses		Balloon Rockets Design, make, improve, test			Sewing Design and make a book mark based on their knowledge of previous sewing skills, exploring stitches and adapting their original design based on execution. Evaluate the final product.
Religious Education	Continue planning about festivals	Key question: How and why do symbols express meaning, including religious meaning? Link symbolism of light to all the winter festivals.	What does it mean to belong? Link to churches/ buildings we attend Visit church	How and why are some stories and books sacred and important in religion? Know about different religious books	Same key question- learn some stories about characters from the Bible and Jewish characters from the Torah.	Who am I? Consider values from religions and our own values- link with moving on.
Music	Ho Ho Ho	Hands, Feed, Heart	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay

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PSHE	Stranger Danger - e-safety Fireworks Safety -scenario roleplay Road Safety Celebrate Road Safety Week - Write a letter to the council	Setting Expectations Learning Behaviours - BLP - What I am good at - What I find challenging Going for Goals -Setting ST/LT goal Fire Safety	Relax Kids See separate progression for wellbeing	Getting on and falling out _ reactions/angry Debate/listening to others' opinions/ respect (perspective of Peter Rabbit and Mr McGregor; who was naughty?) Relationships -Pants Rule (NSPCC)	Caring For The Environment Personal Hygiene - washing hands/body parts (circle time) - Dental (Poster) - Medicine Safety - Sun Safety (Slip, Slap Slop) Advert Active Month -exercise, mind, food, sleep	Moving On and Accepting Change (circle time) Resilience – Growth Mindset Memories – identifying things that we have enjoyed
RSE	Celebrating and recognising differences: Recognise and name feelings. Be proud of who they are and recognise different does not mean better or worse. The importance of respecting others even when they are very different from them. How families sometimes look different from theirs.	Who is in charge: The communities that they are a part of including their families and the wider community The people in their community who they can trust that can help and support them being self-confident and developing respect for themselves	My body is important: What constitutes a healthy diet. The principles of planning and preparing healthy meals. The mental and physical benefits of an active lifestyle. The importance of regular exercise in daily and weekly routines. Knowing that each person's body belongs to them.	Changing friendships How important friendships are in making us feel happy and secure. The characteristics of friendships –mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, supporting with problems and difficulties. Healthy friendships-they are positive and welcoming towards others, and do not make others feel lonely or excluded. Friendships have ups and downs and that these can be worked through to repair or even strengthen the friendship.	Taking charge Recognise and talk about their emotions and developing a more varied vocabulary when talking about their own and others emotions. How to judge what they are feeling and how they are behaving is appropriate and proportionate. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Looking forward Recognise who to trust and who not to trust How to judge when a friendship is making them feel unhappy or uncomfortable How to manage these situations and how to seek help or advice from others, if needed They can expect to be treated with respect by others(within school and the wider society), and that in turn they should show due respect to others, including those in positions of authority.
PE One	Gymnastics YR1 Traditional Tales + 1x Fundamental Skills	Multi skills	Dance Chinese New Year + 1x Fundamental Skills Easter Themed	Invasion Games Football focus	Athletics	OAA Orienteering
PE Two	Circuit Training	Multi skills (Throwing and Catching)	Multi skills (Bat and Ball) - Tennis	Dance Plants / Beatrix Potter	Athletics (Running/Throwing)	Gymnastics (+apparatus) Landscapes and Cityscapes

