



	Autumn	Spring	Summer
	Castles and Battles	Arctic Adventurers	Ghastly Gardens and Magnificent Minibeasts
	<p><i>History</i> <i>The Battle of Hastings (William the Conqueror) and Castles (Queen Elizabeth I and Queen Victoria)</i></p>	<p><i>Geography</i> <i>David Attenborough on his exploration around the world in hot and cold climates.</i></p>	<p><i>Science</i> <i>Grimly's Ghastly Garden</i></p>
English	<p>Story</p> <p>Diary</p> <p>Recount - Bolsover Castle using pictures to prompt</p> <p>Instructions - How to Trick a Dragon</p> <p>Poetry</p>	<p>Story - Supermarket Zoo</p> <p>Recount - Ivik Inuit</p> <p>Recount - Sea Life Centre using pictures to prompt</p> <p>Non-Chronological Report Explanation Text</p>	<p>Ghastly Garden Gathering- Children to write lots of text types linked to the Ghastly garden.</p> <p>Diary - Ladybird Diary</p> <p>Story - There's a Tiger in the Garden</p> <p>Report - Crime report</p>
Maths	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Number: Multiplication and Division</p> <p>Measurement: Money</p>	<p>Number: Fractions</p> <p>Measurement: Time</p> <p>Measurement: Length, Capacity and Width</p> <p>Geometry: Shape</p> <p>Statistics</p> <p>Geometry: Position and Direction</p>	<p>Revision and consolidation based on needs of children.</p>
Computing	<p>Online Safety</p> <p>Using the Internet</p> <p>Computer Art</p>	<p>Preparing for Turtle Logo</p> <p>Programming</p>	<p>Presenting</p> <p>Using and Applying</p>
Science	<p>Everyday materials - working scientifically; asking questions; measuring and recording; scientifically concluding - Drake the Dragon has been asked at Dragon School to investigate materials. He must find objects in his cave that change shape through squashing, stretching, twisting and bending, but he does not even know what the materials are. He has collected some items from our classroom to investigate. Could create dragon footprints across the classroom from where he has crashed through and been exploring.</p>	<p>Animals including humans - Aspley Librarians need your help. They have had some visitors who need to do a project on the lifecycle of a polar bear/ penguin. They do not have any explanation texts to help teach them. Can we create our own explanation text to explain the lifecycle of one of these Artic creatures?</p> <p>David Attenborough needs to learn about how polar bears survive in the Arctic. How do polar bears survive the extreme conditions in the Arctic?</p> <p>Can the children complete The Blubber Experiment? The children must then create a fact file which explains what a polar bear</p>	<p>Animals including humans - Lifecycle of a frog or chick to send to Grimly to be a sight of attraction at his improved garden.</p> <p>Plants - working scientifically; asking questions; measuring and recording; scientifically concluding - Grimly the Ghastly Gardener is sad that no one ever wants to visit his garden because he doesn't have beautiful plants and flowers for residents in Aspley to look at. Can we help to teach him about how he can plant seeds and bulbs to grow some mature plants that might attract visitors? Can we investigate what Grimly needs to do to look after his plants and keep them healthy? The children could have a</p>



Year 2 Long term plan 2021/2022

		<p>needs to survive in the Arctic, including, air, water, food and adaptations for survival to send back to David Attenborough.</p> <p>Living things and their habitats; working scientifically; concluding - Can the children pop on their gloves, hats and scarfs and go to the Arctic? Can they be scientists and explore the animals in naming them and grouping them according to their properties? The children can sort the animals in any way they wish - according to mammal, amphibian, fish, reptile, what they eat, what they are eaten by. Can they use the film clips to create simple food chains to be displayed in Aspley Library as fact pages for the children who come to visit? Can they include key words such as predator, prey, is eaten by, eats?</p>	<p>sunflower growing competition. They can carry out a simple test, collect results and complete a science investigation.</p> <p>Living things and their habitats - working scientifically; concluding - Grimly doesn't understand the difference between things that are living, dead and things that have never been alive, can we sort and classify? Grimly is lonely in his ghastly garden and wants some friends to live with him. Can we tell him all about bugs and beasts, sorting and classifying and about the habitats that he might need in his garden for them to live in?</p>
R.E	<p>Autumn 1 - Christianity - Concepts, Gospel (What did Jesus Teach Us?) Autumn 2 - Christianity - Incarnation (Christmas -Jesus, A Gift from God)</p>	<p>Spring 1 - Islam (Prayer at Home) Spring 2 - Christianity (Easter - Resurrection)</p>	<p>Summer 1 - Judaism (The Covenant) Summer 2 - Judaism (Rights of Passage and Good Works)</p>
History	<p>Battles - William the Conqueror Chronological understanding- Drake the Dragon has been digging around in the mud outside his cave and has come across a muddy box. Can we be super historians and explore what is in the box? (Dates, photographs, captions of his life including a Battle of Hastings photograph and date.) We must help Drake the Dragon to understand his timeline, the sequence of the events and when they happened chronologically - including the Battle of Hastings in 1066. Then we must create a timeline and report back to him to tell him what we have found out. Range and depth of historical knowledge - William the Conqueror has heard that Drake the Dragon has found a photograph of the Battle of Hastings in 1066 and has travelled in time to send us some ancient artefacts, pictures and captions to help us learn about this event from the past. He is just about to enter the Battle of Hastings and is not sure how the battle is going to play out. Can we help to inform him of what might happen? What the people will do? What weapons might they use? What</p>	<p>Roald Amundson Range and depth of historical knowledge and historical enquiry - Whilst on his voyage in the Arctic, David made a new friend - Ivik the Inuit. Ivik is visiting the Arctic but usually lives in Antarctica. He has been teaching David all about his ancestors from the past, using a special photo album. Revise historical enquiry and how we can find out about an event from the past. Children can learn about Roald Amundson - a famous explorer. Where did he live? What did he wear in the past? What type of transport did he use a long time ago? Children are to use the images and are to ask and answer historical questions.</p>	



	<p>mode of transport might they use? They must report back by writing a letter after being real historians and handling the different sources of information to help him learn about this event from the past. They must also play out the battle in a re-enactment - The Battle of Aspley.</p> <p>Interpretations of history - Drake the Dragon has managed to trap William the Conqueror long enough to get him to share why he was so important, and he has recorded a sound clip for us. Can we make a fact file about William the Conqueror and report back? (Drake the Dragon could ask him questions on the recording.)</p> <p>Historical enquiry - Drake the Dragon has lost the sound recording made of William the Conqueror and he had promised to give this to the museum. Can we pretend to be William the Conqueror and teleport back in time and be asked questions as if we are him being interviewed on the news? The class must get this to the museum before Drake the Dragon gets into trouble.</p> <p>Castles - Queen Elizabeth I and Queen Victoria Chronological understanding - Prince George (Son of William) has found a box in his Grandma's attic, the Queen at Buckingham Palace, all about her ancestors Queen Victoria and Queen Elizabeth I. Complete a timeline as in the William the Conqueror lesson to inform George about the period of time in which these royals reigned.</p> <p>Historical enquiry - Prince George has a magic key and it has taken him back in time to go and see his ancestor Prince Edward, son of Queen Victoria. The boys are arguing about which toys are better and why. Explore the artefacts by asking and answering questions. Complete a class debate, half the class being Prince George in the present day and the other half being Prince Edward son of Victoria in the past. Whose toys are better and why? Children can make a time capsule to put in their gardens for children in years to come to find, including dates of importance to them, pictures and their timeline.</p>		
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Year 2 Long term plan 2021/2022

<p>Geography</p>	<p>Geographical enquiry; human and physical geography; direction and location and representation - Bolsover Castle would like us to do some pre-visit learning about the Castle. Where is it and what can we expect to see or do on our visit? They have sent us a letter and map for us to explore. In the letter include the address, so that they children can explore the location. The map must have a key agreed and understood by all and include human and physical features. On the visit, the children must find their way around the castle by following a simple map.</p>	<p>Geographical enquiry; place knowledge; human and physical geography; direction and location; using maps; scale and distance; locational knowledge - David Attenborough needs your help. He is currently filming polar bears in the Arctic Circle. His location is in North Russia, in a town called Krasnoyarsk. He has sent you a map of the Arctic to show you where in the world he is. His next documentary is all about the local British countryside and animals that come out of hibernation in the springtime such as hedgehogs, butterflies and bees. He knows that the children at Ambleside are super geographers and live in the UK, but he cannot locate us on a map and needs to find us so that he can make a flight plan for when he travels to his next job.</p> <p>Challenge 1: Can we label the UK on a map, letting him know the country we live in, and show the capital city of London where he is likely to fly into when he lands from the Arctic?</p> <p>Challenge 2: He knows that he must come to England, but he wants to know more about our locality and whether he would be likely to be able to study these springtime animals. Can we create a map of our local area so he can see if he would be able to complete his work in Aspley, including a key? Can we identify the human and physical features?</p> <p>Challenge 3: Hot and Cold Climates. David Attenborough has been living the Arctic Circle. People wear snugly warm clothing because the Arctic is freezing cold. What clothes will David need to wear on his visit to the UK so that his clothes are suitable for the climate? Can the children compare and contrast pictures of this cold climate, the Arctic, with the climate in the UK in the springtime? Can the children compare and contrast the average temperatures of the differing climates?</p> <p>Challenge 4: David Attenborough has been told that he needs to film a documentary across the 7 continents and needs to be able to locate them on a globe, but he doesn't know what the seven continents are and has only ever explored maps. Can you investigate and create a map, using songs and atlases to help you? Can you make him a globe to inform him of where the seven continents are in relation to where he is in the Arctic Circle? Add on North Pole, South Pole and the equator.</p> <p>Challenge 5: David thinks that you must fly over specific oceans on his route. Is he correct? Can you name and locate the world's</p>	<p>Direction and location; using maps - Map-making for visitors so that they know where to find Grimly's new and improved garden. The children must include a key and include human and physical features.</p>
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Year 2 Long term plan 2021/2022

		<p>five oceans and add them on the globe that you have made for David Attenborough?</p> <p>End of unit challenge - can you use the globe that you have made to write a detailed directional flight path, with compass directions and detailed instructions of oceans and countries he will fly over to come to London for his next job?</p>	
Music	<p>Singing songs with control and using voice expressively - Singing castle, battle, dragon or knight songs to perform to partner class for enjoyment.</p> <p>Listening, memory and movement; control of instrument; composition; reading and writing notation; evaluating and appraising - This can be met as follows: Children, you are going to have to find out everything about Viking battle music to recreate your very own piece for our Battle of Aspley re-enactment that will take place on the school field.</p> <p>This can also be taught through children creating medieval music to be played in the dining room at a medieval banquet for William the Conqueror after he won the Battle. Can the children make their own music recording pictorial notation, playing together, listening and evaluating?</p> <p>Controlling pulse and rhythm; reading and writing notation; evaluating and appraising - This can be met by children creating a Battle of Hastings chant for the start or end of the Battle of Aspley re-enactment on the school field.</p>	<p>Singing songs with control and using voice expressively - Wally the Walrus has heard some Inuits in Antarctica performing 'Kataja' echoes with their voices to entertain their children. Can you sing some 'Kataja's with your partner using the pitch of your voice for our Aspley Arctic Day?</p> <p>Listening, memory and movement; control of instrument; composition; reading and writing notation; evaluating and appraising; controlling pulse and rhythm; reading and writing notation; evaluating and appraising - Share some Arctic music sound clips. Can the children listen to the piece, share their likes, dislikes and how it makes them feel, expressing this through pictorial representation? Can they create their own piece of music that can be performed on their Arctic day? Can they use a mixture of instruments and voice sounds to create their piece, making long and short sounds? Can the children record pictures to ensure that the children in the group play the piece of music in the correct sequence and the correct time? Can they evaluate what worked well and what they could do differently next time? Record to play on their very own Ambleside Arctic Day.</p>	<p>Listening, memory and movement; control of instrument; composition; reading and writing notation; evaluating and appraising; controlling pulse and rhythm; reading and writing notation; evaluating and appraising - Make music to wake animals up at the Ghoulish Garden and music to send them to sleep at the end of the day. The children must think about pitch, creating, selecting and combining sounds.</p>
Art	<p>Exploring and developing Ideas; printing and painting - Bolsover Castle would like you to create a piece of art that can be displayed in the castle in the style of Buck Brothers. They want you to recreate parts of 'The Little Castle' Learn about the skills that they used to create their castle art, printing on polystyrene and then using paint to print. Drawing - by using shading with a pencil and learning the skill of hatching - single, double, triple or quadruple. Evaluating and developing work - Encourage the children to try both and evaluate which was the easiest for them.</p>	<p>Exploring and developing ideas; evaluating and developing work; painting; drawing; collage - David Attenborough has sent you some beautiful photographs of the Northern Lights skyline he has taken whilst on his adventure. One of his favourite artists, Tim Harrison, has created some beautiful Northern Lights art. Can we make some super artwork that we can send to David to say thank you for helping us learn all about Arctic animals? Start by evaluating Tim's art, what effect do the colours have on your mood?</p>	<p>Exploring and developing ideas; evaluating in 3d form - The children must receive a competition flyer from Ms Bromley to create some 3d art sculpting for our Ambleside Art Gallery. The children must design, make and evaluate their own creative minibeast.</p> <p>Textiles and collage - Ghastly Grimly the Gardener loves fruit. Can we make some felt fruit pictures for him to hang in his house and practise our stitching to join parts of the artwork together? In addition, the children could choose to use different materials, e.g.</p>



Year 2 Long term plan 2021/2022

	<p>Which piece of artwork looks the most effective for its purpose of hanging on display in The Little Castle for visitors?</p> <p>Painting - Explore the artwork of James Peterson, a watercolour artist who liked to paint castles. Can the children mix colours and experiment with shades and tints?</p> <p>Drawing - Share the local artist competition - Queen Victoria's/William the Conqueror's portraits have been stolen from a local art gallery. The gallery needs our help to replace them before visitors come and realise the pieces of art are missing. Share the competition flyer. Can Year 2 help them with super artist skills? The children must experiment with line, shape, pattern and colour. (Use different pencils, media to draw with, felts, charcoal, pastels). Certificate reward.</p> <p>Textiles and collage - William the Conqueror is fed up with the boring design on his shield. Now he has won the Battle of Hastings, he would like a new shield design. Can you use mosaic to create a new, interesting and more attractive design?</p> <p>3d form - It is believed that King Harold, in the Battle of Hastings, died with an arrow to the eye, can you use clay or salt dough to create a rare 50p piece from the time of the Battle of Hastings? The children must use the materials safely and with care.</p>	<p>Children are to have access to different sized paper, brushes, paint, collage, chalks to create their own piece of Northern lights artwork for David Attenborough. Can we evaluate what we like about our piece of art and what we could do differently next time? Set up as a class gallery to evaluate.</p> <p>Printing - Wally the Walrus loves to look at his animal friends. Can we create some string printed animal pictures for him to look at in the Arctic? Can the children create patterns through repetition, colour and complexity of print?</p>	<p>ribbon, paper and other materials to create beautiful fruit weaves.</p>
DT	<p>Design; make; evaluate and technical knowledge - We want to hold our own 'Battle of Aspley' so that we can send a re-enactment film clip to William the Conqueror before he enters the 'Battle of Hastings' and travels back in time. Can you choose a piece of battle equipment to make, for example, shield, arrow, helmet or sword? You must begin by designing it, selecting the equipment that you will need to make it, make it and then evaluate it, saying what you like about it and what you would change or do differently next time.</p> <p>Cooking and nutrition - William the Conqueror has ordered you to make and try some gruel - an essential food before a battle. Can the children follow basic food hygiene safety rules and make</p>	<p>Design; make; evaluate and technical knowledge - If we are visiting the Arctic in school, then we need to make some Arctic animals for our classroom. Can we design, make, evaluate and write the instructions for our partner class to make an exact replica model and hang both pieces in our rooms? Can you make holes in different ways and attach in ways that will allow parts of the model to move? Can the children write a bubble to share what they like about their model, what they feel they did well at and what they would do differently next time?</p> <p>Cooking and nutrition - Percy Polar Bear is starving hungry in the Arctic. Can we make him some tasty fish pie to fill his hungry tummy? The children must weigh out their ingredients and follow</p>	<p>Design; make; evaluate and technical knowledge - Can the children design, make and evaluate their own creative ghoulish minibeast mask for Grimly's Ghoulish Garden Party? They must select from a range of resources and make holes to attach the fasteners on their masks. They can decide what they will use to attach the different parts of their masks.</p> <p>Cooking and Nutrition - For our delicious picnic in Grimly's Ghoulish Garden Party at Ambleside Woods, can we make our own ghoulish packed lunch, including a spooky smoothie and a scary sandwich? The children must wash their hands and surfaces and follow their simple instructions to make their snack. They can decorate their paper bag and smoothie drinks cup for the event.</p>



Year 2 Long term plan 2021/2022

	gruel prior to the battle? (Simple porridge oats, raisins, banana, milk.) They could even prepare in a bag to take home and cook, but they would need to wash hands and surfaces to prepare the food.	a simple recipe to make. Ensure that the children follow basic food hygiene and safety procedures.	
PSHE	Autumn 1 - Being in My World Autumn 2 - Celebrating Difference	Spring 1 - Dreams and Goals Spring 2 - Healthy Me	Summer 1 - Relationships Summer 2 - Changing Me
P.E	Autumn 1 - Games Autumn 2 - Gymnastics	Spring 1 - Dance Spring 2 - Net/wall	Summer 1 - Games looking at striking and fielding through cricket and rounders Summer 2 - Fundamentals/Athletics
Visits	Bolsover Castle - Battle of Aspley	The Birmingham Sea life Centre An Arctic Adventure at Ambleside- Bring your passports, hat, scarf and gloves! Local Area Walk - Ambleside Woods	Ambleside Campout Garden Party in Ambleside Woods
Commando Joe	The Queen <i>To run throughout the topic.</i> I can understand that if I find things hard, that I can still persevere. I can recognise my own behaviours and those of others. I can recognise how to keep myself safe when meeting new people. I can work better in a team.	Samuel Pepys <i>To run as a stand-alone day.</i> I can be more independent and know ways of helping myself without over reliance on adults. I can be persistent in my attempts to succeed and not give up so easily. I can understand why rules are important.	Pocahontas <i>To run throughout the topic - this can link by saying that Pocahontas loved nature and being outside.</i> I can be polite to others and know why this is important. I can understand why we should be kind to everyone. I can be better at giving clear instructions to others. I can be better at listening and reacting to feedback given. I can be more reflective of myself and I can better myself through change.
Commando Joe's character behaviours	Resilience, passion, teamwork, determination, self-control, persistence, positive attitude, inspiration, responsibility, care.	Passion, communication, teamwork, motivation, listening skills, influence, decision-making, helpfulness.	Empathy, self-awareness, communication, justice (being fair), compassion (forgiveness), honesty, listening skills, influence, feedback, reflection.