

Skegness Infant Academy – Long Term Planning Year 2 2022/23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Academy Theme	Time Travellers	Above and Beyond	Telling Tales	A World Apart	Blue Planet	This is Me
Y2 Focus	History of vehicles	Space	Traditional tales	Chocolate	Australia	Circus
Wow Events	Library Visit Roald Dahl Day 13.09.22 26 – 30.9.22 Bike/Scoot to School Week Macmillan Coffee Morning 30.9.22 Hello Yellow + Harvest Festival (food for foodbank) 10.10.22 History Curriculum Day visit to The Village Church Farm Museum History joint project with SJA wk5 w/b 3.10	Parent Christmas workshop Tracking the space station at night Star links mobile Planetarium Remembrance Day 11.11.22 Children in Need (dress up in spots + bring in pennies to make a trail) 18.11.22 Anti-bullying week 14-18 Nov 18 th Nov – 21 st Dec 2022 FIFA World Cup Road safety week 14-20 Nov Jolly jumper day (food for foodbank) 9.12.22 Enterprise in run up to Xmas (raise money for RNLI)	Traditional Tale Day National storytelling week (link to traditional tales) 30.1.23-6.2.23 Number Day NSPCC 4.2.23 Morrisons visit- healthy eating	Chocolate workshop Horncastle Safer Internet day 21.2.23 (National 14.2.23 but we're on half term) World Book day 2.3.22(Dress up Thursday) International Women's day 8.3.22 Science week 13-19 March World poetry day 21.3.22	Eco Centre visit- Habitats Walk to school week 17 May Aboriginal music workshop Earth song multicultural music workshops (TBC)	Health Week (including Sports Day) 13-17 th June Coastguard visit Gallery Event to showcase work from across the year.
Books	Beekle Journey Quest We're better together (EDI) Shine (EDI)	Man on the moon – inference The darkest dark The marvellous moon map When I grow up (EDI)	Hansel and Gretel Jack and the beanstalk – Richard Walker Jim and the beanstalk – Raymond Briggs The gigantic turnip – Russian tale (Same illustrator as J+B)	Charlie and the chocolate factory Grendal – A cautionary tale about chocolate. Michael Rosen – Chocolate cake Michael Rosen's SAD BOOK (EDI)	Wombat goes walkabout Diary of a wombat Dreamtime tales Aboriginal stories - rainbow bird Stories from the billabong Amazing animals from down under Nature's tiny miracle BEE (EDI)	Leon and the place beyond Anthony Browne Read for pleasure A Browne books – The tunnel, Voices in the park, Willy the wimp (EDI) The proudest blue (EDI) The Lion Inside (EDI)
Film	MACE	Footage of the first space landing Chris Hadfield speaking from space.	Lotte Reiniger – Jack and the beanstalk (silhouette)	Compare the old and new versions of Charlie and the chocolate factory.	Google maps + street view	Dumbo Presto
Text types	Description – character and setting	Man on the moon - Apostrophes Plurals Darkest dark – 3 rd person Biography of Chis Hadfield's life Instructions – man on the moon Recipes for lunch	Begin to write an alternative story version about giant. Rewrite the Jack and beanstalk from the point of view of the giant 3 part sentences	Character description Machinery – how it works	Diary entry from a different Australian animal. Fact files Different endings Retelling of aboriginal tales	Nell and the Circus of Dreams retelling Building up the story

			Sentence openers – Gigantic turnip			
Maths	Number – Place value Calculation – Addition and Subtraction	Calculation – Addition and Subtraction Measurement – Money Calculation – Multiplication and Division	Calculation - Multiplication and Division Statistics Geometry – Shapes Number - Fractions	Measures – Length and Height Geometry – Position and Direction Number - Fractions	Measures – Length and Height Geometry – Position and Direction Problem Solving	Measures – Time Measures – Mass, capacity and temperature
Science	Materials + SC1 Perform simple tests Gathering and recording data to help answer questions Identify and compare the uses of a variety of everyday materials. Find out how solid objects made from materials can be changed by squashing bending twisting and stretching.	Humans Notice that animals including humans have offspring which grow into adults. Find out and describe the basic needs of humans for survival. Discuss the importance of exercise, eating the right amount of food and hygiene for humans.	Healthy eating + SC1 Growing – watching how plants grow Changes Perform simple tests Gathering and recording data to help answer questions Asking questions about humans Discuss the importance of exercise, eating the right amount of food and hygiene for humans.	Plants + SC1 Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions	Animals Living things/habitats Notice that animals, have offspring which grow into adults Find out about and describe the basic needs of animals, for survival (water, food and air) Explore and compare the differences between things that are living, dead, and things that have never been alive Identify and name a variety of plants and animals in their habitats, including micro-habitats Explore how animals are suited to their habitat Explore and describe food chains	Scientists Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions.
History	Henry Ford – History of the car. History of the local area and how it changed after the invention of the train. Identify differences between ways of life at different times Explore significant events – why people did something, why events happened and the result Identify similarities and differences within a time period Describe memories of key events Use specific dates relating to passage of time Understand and use time terms Compare pictures of people or events in the past	Moon landing Chris Hadfield, Neil Armstrong, Tim Peak Describe memories of key events Describe features of a historical event Identify difference between ways of life at different times Explore significant events – why people did something, why events happened and the result Select and use a range of sources to answer questions about the past Compare two versions of past events Use stories to distinguish between fact and fiction		History of chocolate – Cadburys etc. Sequence objects and events on an annotated timeline Sequence events from their own or others’ lives Describe memories of events Use stories to distinguish between fact and fiction	Matthew Flinders Understand and use a range of time terms Describe memories of events Identify a range of significant aspects of Matthew Flinders’ life and work Identify cause and effect in the events Plan questions and produce answers to historical questions Handle and use sources to answer questions about the past	History of the circus Philip Astley Sequence events an objects on an annotated timeline Sequence events from own lives on a timeline Describe memories of events in their’s and other’s lives Identify differences between ways of life at different times Identify cause and effect for events Select and use information from a variety of sources Discuss reliability of sources Compare pictures of people and events in the past
Geography	Follow directions Describe the location of features and routes on a map Follow a route on a map	Map / Atlas work Tracking the space station compass points use aerial photos to identify human and physical features	Europe – origins of the traditional tales Russia Links to which stories were written in each country	Brazil – rivers, rainforests, mapping, etc. Identify and explain physical (sea, valley, etc.) and human (city, port, harbour, etc.) features of a place	Continents, countries – comparisons Map / Atlas work Compare 2 different places Understand the similarities and differences between an area of	Field work Transition activity for SJA Mapping the local area

		<p>Use an atlas to locate places and continents</p> <p>Use atlases and globes to identify the UK and its countries</p> <p>Identify familiar places on maps of different scales EG, UK</p> <p>Name the seven continents and 5 oceans of the World</p> <p>Recognise the World map as a flatteed globe</p>	<p>Make comparisons between features of different places</p> <p>Identify characteristics of the countries in the UK</p> <p>Name the seas surrounding the UK</p> <p>Locate and name major features on a UK map – Thames, Skegness</p> <p>Identify and explain physical (sea, valley, etc.) and human (city, port, harbour, etc.) features of a place</p>	<p>Make simple comparisons between different places</p> <p>Understand the similarities and differences between an area of the UK and Brazil</p>	<p>the UK and a non-European country</p> <p>Use atlases and globes to identify the UK and its countries</p> <p>Investigate the local area and Identify physical and human features</p> <p>Identify and explain human features</p> <p>Understand the need for a key</p> <p>Identify familiar places on maps of different scales EG, Skegness</p> <p>Identify the equator and North and South poles</p>	<p>Use compass directions and locational and directional language</p> <p>Follow directions</p> <p>Use aerial photos and plans to recognise landmarks, physical and human features</p> <p>Investigate the local area and identify physical and human features</p> <p>Create their own maps of real and imaginary places</p> <p>Begin to use a key and symbols</p> <p>Identify and explain human features – city, port, town, etc.</p>
Religious Education	Thankfulness Christianity and	Thankfulness Christianity and	<p>Being Human- Islam</p> <p>Explore what the Qur’an says about how Muslims should treat others and live their lives</p> <p>Identify and explore inspirational Muslims – Muhammed, Abraham</p>	<p>Life journeys - Islam</p> <p>Celebrations for birth</p> <p>Explore feelings of belonging</p>	<p>Being Human – Christianity</p> <p>Explore what the Bible says about how Christians should treat others and live their lives</p> <p>Identify and explore inspirational Christians – Noah, David, Mary, Esther, etc.</p>	<p>Life Journey – Christianity</p> <p>Celebrations for birth</p> <p>Explore feelings of belonging</p>
Art		<p>Artists - Peter Thorpe</p> <p>Andy Warhol</p> <p>-Sculpture -Aliens</p> <p>-Painting techniques</p> <p>-Drawing rockets</p> <p>-Textile moons</p> <p>-Drawing astronauts (Calendars)</p> <p>-Printing</p> <p>Use a range of tools and techniques safely</p> <p>Print using a variety of objects and techniques</p> <p>Review what they and others have done</p> <p>Name different types of paint and their properties</p> <p>Create textured collages</p> <p>Use a range of textiles techniques – stitch, tie-dying, applique, etc.</p> <p>Experiment with, construct and join recycled, natural and man-made materials</p>	<p>Artists - Arcimboldo Giuseppe</p> <p>Leslie Conlee</p> <p>-Drawing and painting giant</p> <p>-Mosaic castles</p> <p>-Still life /painting/colour mixing</p> <p>-Drawing dragon’s eye</p> <p>-Sculpture -collaborative dragon head sculpture</p> <p>Use a range of tools and techniques creatively and safely to make a product</p> <p>Create textured collages</p> <p>Make a simple mosaic , experience and imagination.</p> <p>Experiment with the visual elements: line, shape, pattern and colour.</p> <p>Draw real objects, including single and grouped objects</p> <p>Mix colours and match to artefacts and objects</p> <p>Name different types of paint and their properties</p> <p>Experiment with, construct and join recycled natural and manmade materials</p>		<p>Artists - Leonardo Da Vinci</p> <p>Aboriginal art work</p> <p>-Drawing Australian architecture and animals</p> <p>-Clay relief tile</p> <p>-Maori symbols</p> <p>Use a range of tools and techniques creatively and safely</p> <p>Understand the use of a sketch book and work out ideas for drawing.</p> <p>Use ICT in their art work</p> <p>Layer different media e.g crayons, pastels, felt pens, charcoal and ballpoint</p> <p>Experiment with the visual elements: line, shape, pattern and colour.</p> <p>Draw real objects</p> <p>Mix colours and match to artefacts and objects</p> <p>Name different types of paint and their properties</p> <p>Experiment with, construct and join recycled natural and manmade materials</p> <p>Build a clay textured relief tile</p>	<p>Artists - Calder</p> <p>Use a range of tools and techniques creatively and safely</p> <p>Say how they feel about their work and that of others</p> <p>Use drawing, painting and sculpture to share their experiences, ideas and imagination</p>
DT	Design, make and evaluate a vehicle. Axels.	Origami boats linked to The Marvellous Moon Map	Silhouette animations – retelling the tale with light and lollipop sticks.	Design, make evaluate chocolate and packaging.	Making -fairy bread -Anzac biscuits	Making a structure for a trapeze artist. How to make it stronger.

	<p>Identify a purpose for what they intend to make and generate ideas</p> <p>Make templates and mock ups</p> <p>Select and use tools and materials safely</p> <p>Measure, cut and score</p> <p>Assemble, join and combine materials and select finishing technique</p> <p>Evaluate their work against the design criteria and identify improvements</p>		<p>Using the language about light from last term to discuss shadows</p> <p>Design a product based on design criteria</p> <p>Select and use tools and materials safely</p>	<p>Identify a purpose for their design and make project</p> <p>Generate ideas by drawing on their own and other's experience</p> <p>Develop design ideas</p> <p>Make mock ups and templates for their design</p> <p>Identify target group for their design</p> <p>Select and use tools and materials safely</p> <p>Use the correct vocabulary to name and describe the tools they use</p> <p>Assemble, join and combine materials and select finishing technique</p> <p>Evaluate their work against the design criteria, say what they like / dislike and identify improvements</p>	<p>-Tasting/making vegemite sandwiches</p> <p>Know that people should eat at least 5 pieces of fruit and vegetables everyday</p> <p>Name and sort foods into their groups</p> <p>Understand how to prepare simple dishes hygienically</p> <p>Use techniques such as, cut, peel, grate</p> <p>Understand where food comes from, that it can be farmed, grown elsewhere or caught</p> <p>Use hand tools safely</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Generate ideas, identify a purpose and develop ideas for a product</p> <p>Select tools and materials, using correct vocabulary to name and describe them</p> <p>Measure, cut and score</p> <p>Use hand tools safely</p> <p>Assemble, join and combine materials</p> <p>Choose appropriate finishing techniques</p> <p>Evaluate their own work</p>
PSHE	<p>School value of Resilience</p> <p>Jigsaw – Being me in my World</p> <p>Celebrating differences</p> <p>British values – democracy and voting</p>	<p>School value of Independence</p> <p>Books to support - Big bag of worries</p> <p>Ruby's worries (EDI)</p> <p>Jigsaw - Celebrating Difference</p>	<p>School Value of Creativity</p> <p>Jigsaw – Dreams and Goals</p> <p>Safety on the internet</p> <p>People who help us</p>	<p>School Value of High Aspirations</p> <p>Jigsaw - Healthy Me</p> <p>Book to support feelings Michael Rosen's Sad book (EDI)</p>	<p>School Value of Exceptional</p> <p>Jigsaw - Relationships</p> <p>Water safety</p>	<p>School Value of Responsibility</p> <p>Jigsaw - Changing Me</p> <p>Uniqueness / individuality</p> <p>Stranger Danger</p>
Computing	<p>Computing systems and networks- IT AROUND US</p> <p>Use a range of keys and icons in word to produce a document – back space, shift, delete, insert</p> <p>word art, change font and spell check</p>	<p>Creating media digital photography</p> <p>Use a range of tools in a paint package</p> <p>Use software to manipulate an image</p>	<p>Creating media- making music</p> <p>Compose music from icons</p> <p>Create a simple presentation using sounds</p> <p>Safety week</p> <p>Use technology safely and respectfully, keeping personal information private</p> <p>Books to support - Troll stinks, Penguin Pig, DigiDuck (EDI)</p>	<p>Programming A Robot Algorithms</p>	<p>Data and information- pictograms</p>	<p>Programming B</p> <p>An introduction to quizzes</p>
Music	<p>Charanga - Hands, feet, heart</p> <p>Music styles – South African</p> <p>Styles</p> <p>Termly school song</p> <p>Harvest songs</p>	<p>Charanga – Ho, Ho, Ho</p> <p>Music styles – Big band, Motown, swing, Elvis, Freedom songs</p> <p>Termly school song</p> <p>Christmas songs</p>	<p>Charanga – I wanna play in a band</p> <p>Music styles - rock</p> <p>Termly school song</p>	<p>Charanga – Zoo</p> <p>Music styles – Reggae</p> <p>Termly school song</p>	<p>Charanga – Friendship song</p> <p>Music style - Musical theatre + film music</p> <p>Termly school song</p>	<p>Charanga -</p> <p>Reflect rewind and replay</p> <p>Music style – Western classical music</p> <p>Termly school song</p>
Physical Education	<p>Ball skills linked to tennis</p> <p>Multiskills</p> <p>Participate in team games</p>	<p>Ball skills linked to football</p> <p>Archery</p> <p>One class swimming</p>	<p>Gymnastics</p> <p>Dance</p> <p>One class swimming</p>	<p>Team games</p> <p>Gymnastics</p> <p>One class swimming</p>	<p>Outdoor Adventurous Activity</p> <p>Yoga</p>	<p>Athletics</p> <p>Team games</p>