


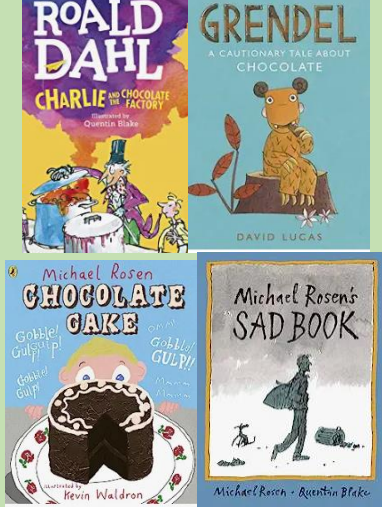




Skegness Infant Academy – Long Term Planning Year 2 2022/23

	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	<p>Library Visit Roald Dahl Day 13.09.22</p> <p>26 – 30.9.22 Bike/Scoot to School Week</p> <p>Macmillan Coffee Morning 30.9.22</p> <p>Hello Yellow + Harvest Festival (food for foodbank) 10.10.22</p> <p>History Curriculum Day visit to The Village Church Farm Museum</p> <p>History joint project with SJA wk5 w/b 3.10</p>	<p>Parent Christmas workshop Tracking the space station at night</p> <p>Star links mobile Planetarium</p> <p>Remembrance Day 11.11.22</p> <p>Children in Need (dress up in spots + bring in pennies to make a trail) 18.11.22</p> <p>Anti-bullying week 14-18 Nov</p> <p>18th Nov – 21st Dec 2022 FIFA World Cup</p> <p>Road safety week 14-20 Nov</p> <p>Jolly jumper day (food for foodbank) 9.12.22</p> <p>Enterprise in run up to Xmas (raise money for RNLI)</p>	<p>Traditional Tale Day</p> <p>National storytelling week (link to traditional tales) 30.1.23-6.2.23</p> <p>Number Day NSPCC 4.2.23</p> <p>Morrisons visit- healthy eating</p>	<p>Chocolate workshop Horncastle</p> <p>Safer Internet day 21.2.23 (National 14.2.23 but we're on half term)</p> <p>World Book day 2.3.22(Dress up Thursday)</p> <p>International Women's day 8.3.22</p> <p>Science week 13-19 March</p> <p>World poetry day 21.3.22</p>	<p>Eco Centre visit- Habitats</p> <p>Walk to school week 17 May</p> <p>Aboriginal music workshop</p> <p>Earth song multicultural music workshops (TBC)</p>	<p>Health Week (including Sports Day) 13-17th June</p> <p>Coastguard visit</p> <p>Gallery Event to showcase work from across the year.</p>
Books	<p>Beekle</p> <p>Journey</p> <p>Quest</p> <p>We're better together (EDI)</p> <p>Shine (EDI)</p> 	<p>Man on the moon – inference</p> <p>The darkest dark</p> <p>The marvellous moon map</p> <p>When I grow up (EDI)</p> 	<p>Hansel and Gretel</p> <p>Jack and the beanstalk – Richard Walker</p> <p>Jim and the beanstalk – Raymond Briggs</p> <p>The gigantic turnip – Russian tale</p> 	<p>Charlie and the chocolate factory</p> <p>Grendal – A cautionary tale about chocolate.</p> <p>Michael Rosen – Chocolate cake</p> <p>Michael Rosen's SAD BOOK (EDI)</p> 	<p>Wombat goes walkabout</p> <p>Diary of a wombat</p> <p>Dreamtime tales</p> <p>Aboriginal stories - rainbow bird</p> <p>Stories from the billabong</p> <p>Amazing animals from down under</p> <p>Nature's tiny miracle BEE (EDI)</p> 	<p>Leon and the place beyond</p> <p>Anthony Browne</p> <p>Read for pleasure A Browne books – The tunnel, Voices in the park, Willy the wimp (EDI)</p> <p>The proudest blue (EDI)</p> <p>The Lion Inside (EDI)</p> 
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 Sentence openers – Gigantic turnip	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
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.	Animals, including Humans Notice that animals including humans have offspring which grow into adults. Find out about and describe the basic needs of humans for survival. Discuss the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	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	Habitats around the world. 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 Gather and record data to help in answering questions.	Living things and their habitats 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 Identify that most living things live in habitats to which they are suited. Explore and describe food chains Explore different 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	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		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	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

	<p>Use specific dates relating to passage of time</p> <p>Understand and use time terms</p> <p>Compare pictures of people or events in the past</p>	<p>Select and use a range of sources to answer questions about the past</p> <p>Compare two versions of past events</p> <p>Use stories to distinguish between fact and fiction</p>			<p>Handle and use sources to answer questions about the past</p>	<p>Select and use information from a variety of sources</p> <p>Discuss reliability of sources</p> <p>Compare pictures of people and events in the past</p>
Geography	<p>Follow directions</p> <p>Describe the location of features and routes on a map</p> <p>Follow a route on a map</p>	<p>Map / Atlas work</p> <p>Tracking the space station</p> <p>compass points</p> <p>use aerial photos to identify human and physical features</p> <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>Europe – origins of the traditional tales</p> <p>Russia</p> <p>Links to which stories were written in each country</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>Brazil – rivers, rainforests, mapping, etc.</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>Continents, countries – comparisons</p> <p>Map / Atlas work</p> <p>Compare 2 different places</p> <p>Understand the similarities and differences between an area of 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>Field work</p> <p>Transition activity for SJA</p> <p>Mapping the local area</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	<p>Thankfulness</p> <p>Christianity and</p>	<p>Thankfulness</p> <p>Christianity and</p>	<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 Andy Warhol -Sculpture -Aliens -Painting techniques -Drawing rockets -Textile moons -Drawing astronauts (Calendars) -Printing</p> <p>Use a range of tools and techniques safely Print using a variety of objects and techniques Review what they and others have done Name different types of paint and their properties Create textured collages Use a range of textiles techniques – stitch, tie-dying, applique, etc. Experiment with, construct and join recycled, natural and man-made materials</p>	<p>Artists - Arcimboldo Giuseppe Leslie Conlee</p> <p>-Drawing and painting giant -Mosaic castles -Still life /painting/colour mixing -Drawing dragon’s eye -Sculpture -collaborative dragon head sculpture</p> <p>Use a range of tools and techniques creatively and safely to make a product Create textured collages Make a simple mosaic , experience and imagination. Experiment with the visual elements: line, shape, pattern and colour. Draw real objects, including single and grouped objects Mix colours and match to artefacts and objects Name different types of paint and their properties Experiment with, construct and join recycled natural and manmade materials</p>		<p>Artists - Leonardo Da Vinci Aboriginal art work -Drawing Australian architecture and animals -Clay relief tile -Maori symbols</p> <p>Use a range of tools and techniques creatively and safely Understand the use of a sketch book and work out ideas for drawing. Use ICT in their art work Layer different media e.g crayons, pastels, felt pens, charcoal and ballpoint Experiment with the visual elements: line, shape, pattern and colour. Draw real objects Mix colours and match to artefacts and objects Name different types of paint and their properties Experiment with, construct and join recycled natural and manmade materials Build a clay textured relief tile</p>	<p>Artists - Calder</p> <p>Use a range of tools and techniques creatively and safely Say how they feel about their work and that of others Use drawing, painting and sculpture to share their experiences, ideas and imagination</p>
DT	<p>Design, make and evaluate a vehicle. Axels. Identify a purpose for what they intend to make and generate ideas Make templates and mock ups Select and use tools and materials safely Measure, cut and score Assemble, join and combine materials and select finishing technique Evaluate their work against the design criteria and identify improvements</p>	<p>Origami boats linked to The Marvellous Moon Map</p>	<p>Silhouette animations – retelling the tale with light and lollipop sticks. Using the language about light from last term to discuss shadows Design a product based on design criteria Select and use tools and materials safely</p>	<p>Design, make evaluate chocolate and packaging. Identify a purpose for their design and make project Generate ideas by drawing on their own and other’s experience Develop design ideas Make mock ups and templates for their design Identify target group for their design Select and use tools and materials safely Use the correct vocabulary to name and describe the tools they use Assemble, join and combine materials and select finishing technique Evaluate their work against the design criteria, say what they like / dislike and identify improvements</p>	<p>Making -fairy bread -Anzac biscuits -Tasting/making vegemite sandwiches</p> <p>Know that people should eat at least 5 pieces of fruit and vegetables everyday Name and sort foods into their groups Understand how to prepare simple dishes hygienically Use techniques such as, cut, peel, grate Understand where food comes from, that it can be farmed, grown elsewhere or caught Use hand tools safely</p>	<p>Making a structure for a trapeze artist. How to make it stronger. Build structures, exploring how they can be made stronger, stiffer and more stable Generate ideas, identify a purpose and develop ideas for a product Select tools and materials, using correct vocabulary to name and describe them Measure, cut and score Use hand tools safely Assemble, join and combine materials Choose appropriate finishing techniques Evaluate their own work</p>

PSHE	School value of Resilience Jigsaw – Being me in my World Celebrating differences British values – democracy and voting	School value of Independence Books to support - Big bag of worries Ruby’s worries (EDI) Jigsaw - Celebrating Difference	School Value of Creativity Jigsaw – Dreams and Goals Safety on the internet People who help us	School Value of High Aspirations Jigsaw - Healthy Me Book to support feelings Michael Rosen’s Sad book (EDI)	School Value of Exceptional Jigsaw - Relationships Water safety	School Value of Responsibility Jigsaw - Changing Me Uniqueness / individuality Stranger Danger
Computing	Computing systems and networks- IT AROUND US Use a range of keys and icons in word to produce a document – back space, shift, delete, insert word art, change font and spell check	Creating media digital photography Use a range of tools in a paint package Use software to manipulate an image	Creating media- making music Compose music from icons Create a simple presentation using sounds Safety week Use technology safely and respectfully, keeping personal information private Books to support - Troll stinks, Penguin Pig, DigiDuck (EDI)	Programming A Robot Algorithms	Data and information- pictograms	Programming B An introduction to quizzes
Music	Kapow – Animals NC Coverage: -Play tuned and untuned instruments musically. -Experiment with, create, select and combine sounds using the inter-related dimensions of music. -Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Kapow – Traditional Western stories NC Coverage: -Listen with concentration and understanding to a range of high-quality live and recorded music. -Experiment with, create, select and combine sounds using the inter-related dimensions of music. -Play tuned and untuned instruments musically. -Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Kapow – Musical Me NC Coverage: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. -Play tuned and untuned instruments musically. -Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Kapow – Space NC Coverage: -Experiment with, create, select and combine sounds using the inter-related dimensions of music. -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. -Listen with concentration and understanding to a range of high-quality live and recorded music. -Play tuned and untuned instruments musically.	Kapow – British songs and sounds NC Coverage: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes. -Play tuned and untuned instruments musically. -Experiment with, create, select and combine sounds using the inter-related dimensions of music. -Listen with concentration and understanding to a range of high-quality live and recorded music.	Kapow – Myths and Legends NC Coverage: -Listen with concentration and understanding to a range of high-quality live and recorded music. -Experiment with, create, select and combine sounds using the inter-related dimensions of music. -Play tuned and untuned instruments musically.
Physical Education	Ball skills linked to tennis Multiskills Participate in team games	Ball skills linked to football Archery One class swimming	Gymnastics Dance One class swimming	Team games Gymnastics One class swimming	Outdoor Adventurous Activity Yoga	Athletics Team games