

**The Federation of Winklebury Infant and Junior Schools**

**Tier 2 – Long Term Planning**

**Year 2**

**Updated May 2016**

## Year 2

**Autumn 1: The Victorians**  
**Hook:** Looking at Victorian artefacts and watching extracts from Oliver  
**Outcome:** Victorian Day and sharing work with parents

|                            | 1   | 2                           | 3  | 4  | 5  | 6  | 7                                       |
|----------------------------|---|-----------------------------|--|--|--|--|---|
| <b>Literacy</b>            |   |                             | Inspitaion : the Victorians  |  |  | Inspiration: Little Red Riding Hood  |   |
|                            |   |                             | Reading: a range of non-fiction texts (including websites) about the Victorians<br>Writing: pages from a school prospectus to inform S and L: role play Victorian life |  |  | Reading: a range of different versions of Little Red Riding Hood<br>Writing: a narrative set in Victorian times to entertain<br>S and L: hot seating to explore characters |   |
| <b>Site of application</b> |   |                             |  | To entertain (riddle about Queen Victoria) |  | To inform parents about Victorian Day  |   |
| <b>Maths</b>               |   | Recap from previous year    |  |  | Phase 1  |  |   |
| <b>Science</b>             | Year 2 Materials<br>Identifying and comparing materials |                             | Year 2 Materials<br>Use of materials   |  | Year 2 Materials<br>Squashing, bending, twisting, stretching |  | People who have developed new materials |
| <b>Computing</b>           | E-Safety: SORTED and internet agreement                 |                             | Digital literacy: Word Processing (Victorian school prospectus)<br>E-safety: Copyright laws  |  |  |  |   |
| <b>History</b>             | Victorian schools (artefacts)                           | Victorian schools (lessons) | Victorian schools (punishments)  | Victorian day                              | Letter about Victorian day                                   | Queen Victoria and Queen Elizabeth 1 (comparison)  |   |
| <b>Geography</b>           |   |                             |  |  |  |  |   |
| <b>Art</b>                 | Self-portraits<br>(to be displayed in school hall)      |                             |  | Portraits<br>Queen Victoria                |  |  | Design a Christmas card                 |
| <b>DT</b>                  |   |                             |  | Design, make and evaluate a wind up toy    |  |  |   |
| <b>PE</b>                  | Victorian drill / playground games<br>Dance: Jive       |                             |  |  |  |  |   |
| <b>Music</b>               | Victorian street cries: Pitch                           |                             |  |  |  |  |   |
| <b>PDL</b>                 | Class charter<br>Aspiration display                     | Where money comes from      | How and why we keep money safe   | Important of managing money                |  | How and why money is important   |   |
| <b>RE</b>                  |   |                             |  |  |  | Concept: Thanking<br>Theme: Harvest celebrations   |   |
| <b>Visits/visitors</b>     |   |                             |  | JRSO: Prior Knowledge                      |  |  | Church: Harvest assembly                |

**Year 2**

**Autumn 2:**                   **Gruffalo And Friends**  
**Hook:**                       Gruffalo story and DVD  
**Outcome:**                 Sharing innovations of ‘Room on a Broom’ with parents

|                            | 1   | 2   | 3                           | 4  | 5         | 6   | 7                      |   |
|----------------------------|---|---|-----------------------------|--|-----------|---|------------------------|---|
| <b>Literacy</b>            | Thematic Week<br>(can take place at any point during the half term) | Inspiration: fireworks night  |                             | Inspiration: Julia Donaldson   |           | Inspiration: Room on the Broom  |                        |   |
|                            |   | Reading: a range of firework themed poems<br>Writing: poetry to entertain<br>S and L: performing poetry |                             | Reading: a range of narratives and poems by Julia Donaldson<br>Writing: to entertain (riddles) |           | Reading: Room on a Broom<br>Writing: an alternative ending to the story to entertain<br>S and L: drama to explore different endings |                        |   |
| <b>Site of application</b> |   | To inform of a significant event (history)  |                             |  |           |   |                        |   |
| <b>Maths</b>               |   | Time to address gaps identified through AfL   | Phase 1                     |  |           |   |                        | Time to address gaps identified through AfL |
| <b>Science</b>             |   | Year 2 Animals Basic needs  | Year 2 Animals Reproduction | Year 2 Animals Diet  |           | Year 2 Animals Exercise   | Year 2 Animals Hygiene |   |
| <b>Computing</b>           |   | Digital Literacy: Graphing packages (using graphs)  |                             |  |           | Email to Father Christmas<br>E-Safety: Email  |                        |   |
| <b>History</b>             |   | Significant Events<br>Gunpowder plot  |                             |  |           |   |                        |   |
| <b>Geography</b>           |   |   |                             | Create maps showing the journeys of the Gruffalo   |           |   |                        |   |
| <b>Art</b>                 |   |   |                             | Painting<br>Printing: Christmas wrapping paper   |           |   |                        |   |
| <b>DT</b>                  |   |   |                             | Design, make and evaluate a Christmas bag  |           |   |                        |   |
| <b>PE</b>                  |   | Gymnastics: Shapes<br>Games: Invasion games (netball, basketball and hockey)                            |                             |  |           |   |                        |   |
| <b>Music</b>               |   | Songs for the Christmas performance   |                             |  |           |   |                        |   |
| <b>PDL Friendships</b>     |   | Feelings vocabulary   | Other people’s feelings     | What makes a good friend<br>Role play being a good friend                                      |           | Mending friendships   |                        |   |
| <b>RE</b>                  |   |   |                             |  |           | Concept: Journeys end<br>Theme: The end of the Christmas journeys   |                        |   |
| <b>Visits/visitors</b>     | JRSO Be Seen<br>Be Safe   | Church: Remembrance assembly  |                             | Church: Advent assembly  | Pantomime | Church: Meaning of Christmas assembly   |                        |   |

**Autumn Home Learning Project:** 3D model of a Julia Donaldson character, Antarctica fact file or new Julia Donaldson story

## Year 2

**Spring 1:**                    **Amazing Antarctica**  
**Hook:**                        Pictures of Antarctica  
**Outcome:**                    Sharing Tofta stories with Year 1

|                             | 1  | 2   | 3   | 4   | 5                                       | 6   |
|-----------------------------|--|---|---|---|---|---|
| <b>Literacy</b>             | Inspiration: icebergs and penguins   |   |   | Inspiration: Antarctica   |   |   |
|                             | Reading: a range of narratives and non fiction about Antarctica and penguins<br>Writing: a narrative to entertain other children 'The Night Iceberg'<br>S and L: act out part of the narrative |   |   | Reading: a range of poems that uses senses to describe<br>Writing: poems to entertain by creating atmosphere<br>S and L: performing poetry and discussing responses |   |   |
| <b>Site of application</b>  |  |   |   |   |   | To recount events (geography)               |
| <b>Maths</b>                | Phase 2  |   |   |   |   | Time to address gaps identified through AfL |
| <b>Science</b>              |  |   |   |   |   |   |
| <b>Computing</b>            | Digital Literacy: Using art packages to create ice pictures<br>E-Safety: Sharing pictures on line  |   |   |   |   |   |
| <b>History</b>              |  |   |   |   |   |   |
| <b>Geography</b>            | Identify continents and oceans on a map  | Identify hot and cold places on a map (equator and poles) | Physical geography of Antarctica                  | Human geography of Antarctica   | Comparison with Basingstoke             | Letter home from Antarctica                 |
| <b>Art</b>                  |  |   | Sculpture<br>Clay penguins                        |   |   |   |
| <b>DT</b>                   | Technical knowledge<br>Explore wheels and axles  |   | Deign, make and evaluate a vehicle for travelling |   |   |   |
| <b>PE</b>                   | Dance: Developing a sequence in a group (Cha Cha slide / step)<br>Games: Invasion games (football)   |   |   |   |   |   |
| <b>Music</b>                | The Train Journey: Tempo and dynamics  |   |   |   |   |   |
| <b>PDL</b><br>Taking charge | Choices they have made   | Good and bad choices                                      | Consequences of choices                           | What would you take to Antarctica?  | Bullying                                |   |
| <b>RE</b>                   |  |   |   |   | Concept: Remembering<br>Theme: Passover |   |
| <b>Visits/visitors</b>      |  | JRSO<br>In car safety                                     |   |   |   | Church: Lent assembly                       |

## Year 2

**Spring 2:** **View From My Window**  
**Hook:** View From My Window picture book  
**Outcome:** Art gallery

|                            | 1   | 2  | 3                       | 4   | 5   | 6  |   |
|----------------------------|---|--|-------------------------|---|---|--|---|
| <b>Literacy</b>            | Thematic Week<br>(can take place at any point during the half term) | Inspiration: Daffodils by William Wordsworth   |                         | Inspiration: Animals  |   | Inspiration: Horrid Henry stories  |   |
|                            |   | Reading: a range of poems that describe settings<br>Writing: a poem to describe the view from their window<br>S and L: Learn and perform Daffodils |                         | Reading: a range of explanations<br>Writing: to explain why animals are suited to their habitat (link to science)<br>Writing: to explain why people move from the town to the country |   | Reading: Horrid Henry stories<br>Writing an innovation of a Horrid Henry story |   |
| <b>Site of application</b> |   |  |                         |   |   |  |   |
| <b>Maths</b>               |   | Phase 2  |                         |   |   |  | Time to address gaps identified through AfL |
| <b>Science</b>             |   | Year 2 Habitats<br>Living, dead or never alive   |                         | Year 2 Habitats<br>Investigating local habitats   |   | Year 2 Habitats<br>Local food chains   |   |
| <b>Computing</b>           |   |  |                         | Computer Studies: Bee-bots<br>(multi step instructions)   |   |  |   |
| <b>History</b>             |   |  |                         |   |   |  |   |
| <b>Geography</b>           |   | Create pictures of the geography seen from the window  | Turn pictures into maps |   | Investigate how the picture would change due to each season | Investigate how the picture would change due to daily weather patterns         |   |
| <b>Art</b>                 |   | Using collage to create a picture in the style of Giuseppe Arcimboldo  |                         |   |   |  |   |
| <b>DT</b>                  |   |  |                         |   |   |  |   |
| <b>PE</b>                  |   | Games: Net and wall games (tennis)<br>Gymnastics: Responding to music  |                         |   |   |  |   |
| <b>Music</b>               |   | Weather: Dynamics and texture  |                         |   |   |  |   |
| <b>PDL</b><br>My body      |   | Parts of the body<br>Personal space  | Drugs as medicines      |   | Keeping safe  | Infectious diseases  | Secrets                                     |
| <b>RE</b>                  |   |  |                         |   | Concept: Sad/Happy<br>Theme: Sad/Happy                      |  |   |
| <b>Visits/visitors</b>     |   | JRSO<br>Bike safety  |                         |   | Church: Palm Sunday   | Church: Easter assembly  |   |

**Spring Home Learning Project:** College (of themselves or view from their window)

## Year 2

**Summer 1:**                    **Lift Off!**  
**Hook:**                        Visit from the Planetarium and footage of the Moon landing  
**Outcome:**                    Postcards from the Moon

|   | 1   | 2                                | 3  | 4                                       | 5                           | 6   | 7   |  |
|---|---|----------------------------------|--|---|-----------------------------|---|---|--|
| <b>Literacy</b>                           | Inspiration: space adventures   |                                  | Inspiration: 3D space display  |   | KS1 assessments             |   |   |  |
|   | Reading: a range of sci-f stories<br>Writing: a narrative to entertain focussing on character, setting and speech<br>S and L: drama to explore characterisation |                                  | Reading: a range of non fiction texts (including websites) about space<br>Writing: to inform about a new space creature<br>S and L: interviews in role |   |                             |   |   |  |
| <b>Site of application</b>                | To inform of a significant event (history)  |                                  |  |   | To recount events (history) |   | Thematic Week<br>(can take place at any point during the half term) |  |
| <b>Maths</b>                              | Phase 3   |                                  |  |   |                             | Time to address gaps identified through AfL |   |  |
| <b>Science</b>                            | Year 2 Plants<br>Seeds and bulbs  |                                  | Year 2 Plants<br>Investigating what plants need to grow  |   |                             |   |   |  |
| <b>Computing</b>                          | Digital Literacy: Using the Internet to find things out (link to history)<br>E-safety: Use of internet  |                                  |  |   |                             |   |   |  |
| <b>History</b>                            | Neil Armstrong  | Newspaper report on moon landing | Spacesuits   | Planets                                 | Postcard from space         |   |   |  |
| <b>Geography</b>                          |   |                                  |  |   |                             |   |   |  |
| <b>Art</b>                                |   |                                  |  |   |                             |   |   |  |
| <b>DT</b>                                 |   |                                  |  |   |                             |   |   |  |
| <b>PE</b>                                 | Games: Striking and fielding (rounders)<br>Games: Athletic activities   |                                  |  |   |                             |   |   |  |
| <b>Music</b>                              | Man on the moon: Timbre and tempo   |                                  |  |   |                             |   |   |  |
| <b>PDL</b><br>Celebrating and recognising |   | Express personal opinions        | Same and different   | Celebration tree (in and out of school) | Stereotypes                 |   |   |  |
| <b>RE</b>                                 |   |                                  |  |   |                             |   |   |  |
| <b>Visits/visitors</b>                    |   | Planetarium                      |  | JRSO<br>Green Cross<br>Code             |                             |   |   |  |

## Year 2

**Summer 2:** **I Do Like To Be Beside The Seaside**  
**Hook:** Seaside role play afternoon with a picnic (with healthy sandwiches)  
**Outcome:** Visit to Southsea

|                               | 1  | 2   | 3                                    | 4   | 5  | 6                                  | 7                         |
|-------------------------------|--|---|--------------------------------------|---|--|------------------------------------|---------------------------|
| <b>Literacy</b>               | Inspiration: the seaside   |   |                                      | Inspiration: our time at Winklebury Infants   |  |                                    |                           |
|                               | Reading: a range of non-fiction texts (including websites) about the seaside<br>Writing: non-chronological reports to inform about the seaside |   |                                      | Reading: a range of poems which describe events and emotions<br>Writing: poems about our time at Winklebury Infants to share at Leavers assembly<br>S and L: perform poems to an audience |  |                                    |                           |
| <b>Site of application</b>    |  |   |                                      |   | To recount church visit (RE)                         |                                    |                           |
| <b>Maths</b>                  | Phase 3  |   |                                      | Time to address gaps identified through AfL   |  | Transition to Year 3 maths project |                           |
| <b>Science</b>                | Year 2 Habitats<br>Local habitats  |   | Year 2 Habitats<br>Sea side habitats |   |  | Year 2 Habitats<br>Food chains     |                           |
| <b>Computing</b>              |  | Computer Studies: Bee-bots (solving problems) |                                      |   |  |                                    |                           |
| <b>History</b>                |  |   |                                      |   |  | Seasides in the past               |                           |
| <b>Geography</b>              | Identify the 4 countries in the UK and surrounding seas  | Key features of the 4 countries               | Identify sea sides around the UK     | Physical and human geography of sea sides   |  |                                    |                           |
| <b>Art</b>                    |  |   | Painting<br>Seaside pictures         |   |  |                                    |                           |
| <b>DT</b>                     |  |   |                                      | Design, make and evaluate a healthy sandwich  |  |                                    |                           |
| <b>PE</b>                     | Games: Athletic activities<br>Dance: Country Dancing   |   |                                      | Sports morning  | Games: Athletic activities<br>Dance: Country Dancing |                                    |                           |
| <b>Music</b>                  | Portsmouth: Duration (long and short sounds, beat and rhythm)  |   |                                      |   |  |                                    |                           |
| <b>PDL</b><br>Looking forward | Keeping safe on the roads: Streets Ahead   |   | Changes since starting infants       | Achievements since starting infants   | Transition to juniors (concerns and expectations)    |                                    | Targets for junior school |
| <b>RE</b>                     |  |   |                                      | Concept: Peace<br>Theme: Special places and things  |  |                                    |                           |
| <b>Visits/visitors</b>        | Streets Ahead  | Seaside                                       |                                      | St. Thomas church   | JRSO<br>Review of year                               | Church: Leavers assembly           |                           |

**Summer Home Learning Project:** 3D maps of where they live or a leaflet about Winklebury