



Emmbrook Infant Long Term Planning Year 2

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Overarching Topic	<u>Islands and oceans</u> <u>Pirates</u>	<u>Harvest</u> <u>Healthy week</u> <u>Christmas</u>	<u>Fire and Earth</u> <u>Book week</u>	<u>Earth</u>	<u>Air & Space</u> <u>Nocturnal animals</u>	<u>International week</u>
Big Topic Questions	Why can't we all live in the sea?	Why don't pirates get lost?	Was the fire of London all bad?	Where can maps take you?	Would you rather be awake in the night or the day?	
Key Questions	<p><i>What is a habitat?</i></p> <p><i>Which habitats can you name?</i></p> <p><i>Can you name and locate the 5 oceans?</i></p> <p><i>Why do animals live in different habitats?</i></p> <p><i>What is a micro habitat?</i></p>	<p><i>What is a food chain?</i></p> <p><i>How do food chains work?</i></p> <p><i>What are herbivores and carnivores?</i></p> <p><i>How are different food chains similar?</i></p> <p><i>Who will eat me?</i></p> <p><i>Can you name the 8 points of the compass?</i></p> <p><i>Can you use compass points to give directions?</i></p>	<p><i>Who was Thomas Farynor?</i></p> <p><i>Why did the fire start?</i></p> <p><i>Why did it spread so quickly?</i></p> <p><i>Who was Samuel Pepys?</i></p> <p><i>What was life like in the Tudor times?</i></p> <p><i>How did the fire change London?</i></p> <p><i>What landmarks would you find in London then and now?</i></p> <p><i>What was Tudor life like for a king?</i></p> <p><i>Why did Henry have 6 wives?</i></p> <p><i>Where did he live?</i></p> <p><i>What was his lifestyle like?</i></p> <p><i>What royal palaces can you name?</i></p>	<p><i>What can you see in the town?</i></p> <p><i>What can you see in the countryside?</i></p> <p><i>What countries make up the UK?</i></p> <p><i>Can you find name them on a map?</i></p> <p><i>How do you use a key on a map?</i></p>	<p><i>What are nocturnal creatures?</i></p> <p><i>Why do nocturnal animals hunt at night?</i></p> <p><i>Can you name some baby animals?</i></p> <p><i>What do babies grow into?</i></p> <p><i>Is it alive?</i></p> <p><i>What is night? What is day?</i></p> <p><i>Who was Neil Armstrong?</i></p> <p><i>What significant event was he part of?</i></p> <p><i>Can you name the planets?</i></p> <p><i>What is special about each planet?</i></p>	
			<p><i>Can you describe the properties of materials?</i></p> <p><i>How can we find out which materials are best suited to different functions?</i></p>	<p><i>What is a seed?</i></p> <p><i>What is a bulb?</i></p> <p><i>Can seeds grow anywhere?</i></p> <p><i>How do sunflowers grow best?</i></p>		



		Which materials change when forces are out on them?			
Core Values	Respect Resilience Empathy Patience		Independence Curiosity Honesty		Self-discipline Confidence Teamwork
PSHE	Being me in my World	Celebrating difference	Dreams and Goals	Healthy me	Relationships Changing Me
Literacy texts and themes All chosen shared and focused texts linked to curriculum	Sea creatures <i>Mister Seahorse (Eric Carle-narrative)</i> <i>A house for hermit crab (Eric Carle-narrative)</i> The Adventures of Pirate Plank (national maritime museum text-narrative. Sea poems Pirate poems (compare 2) <u>Instructional writing (nonfiction)</u> Making a treasure box (design technology link) Making a Christingle (R.E. Link)		Dragons The Volcano Dragon (narrative) How to train your dragon (Cressida Cowell-narrative) George and the Dragon (Chris Wormell-narrative) Zog-poem story (Julia Donaldson) Poems about dragons (compare 2) Nonfiction-diary entries Diary of a Wimpy Kid Samuel Pepys extract Non-fiction –Hampton court report text (school trip)		Night <u>Extended stories by significant authors</u> <u>Jill Tomlinson</u> The owl who was afraid of the dark The cat who wanted to go home- <u>Dick King Smith</u> The Hodgeheg Poems –shape poems& kennings <u>Oliver Jeffers</u> The way back home How to catch a star? Once there was a boy (all space themed)
Literacy Poetry/narrative/nonfiction focus each term Reading: Strategies Understanding Interpreting Structure Language Opinion Culture Speaking & listening Talking to others Talking with others Talking in drama Talking about talk Writing Sentences	Non-fiction – Instructions Information texts Narrative Stories with familiar settings E. Carle; House for a hermit crab Mister seahorse Pirate plank Poetry: Patterns on a page		Non-fiction – Non chronological reports Report writing--Fire of London Diary recount (Samuel Pepys) Town and countryside (geography link) Narrative Town mouse and country mouse Traditional stories (story time) Poetry: Really looking		Non-fiction – Information texts (space/nighttime/nocturnal creatures) Instructions Narrative Extended stories by significant authors Character /book review Jill Tomlinson (The owl who was afraid of the dark) Poetry: silly stuff/kennings/shape poems



<p>Accuracy Organization Paragraphs Imagination Purpose Spelling vocabulary</p>				
Grammar and Vocab	Speaking and listening	Writing composition	Punctuation	Handwriting
	<p>Ask relevant questions Orally retell 2 well known story maps per term Compose /rehearse sentences orally before writing Play 60 second grammar/language games to start sessions) Use role play to explore character feelings(hot seating) Develop new vocabulary (topic/genre based) Magpie boards</p>	<p>Sequence ideas in sentences Develop simple sentences into compound and complex sentences(sentence of 3 for description) Link clauses with a wider range of conjunctions.(who, until, because, then, that, while, when, so that, if, to) Use subordinate clauses to add further information (drop in a clause) Group ideas into paragraphs Hook the reader with varied sentence starters/openers Openers(-ly , silently, slowly, adverbs, time connectives, facts,)(However, , although, when, after a while, eventually, before, a few days later, across the road, over the hill..) Use connectives to build up story (later that day, all of a sudden) Introduce similies Plurals (s, es) Powerful verbs Imperative sentence starters for intructions Write about character emotion and include direct speech. Adverbs for extra detail and adverbial phrases (At the end of the lane..) Consolidate present/past tenses, s es Adjectives and noun phrases</p> <p>Use polishing pens to make improvements to sentences</p>	<p>Commas after openers Commas in a list Consolidate ?! Speech marks Ellipses... Apostrophes in contractions(can't) and possession Sally's coat Proper nouns</p>	<p>Consolidate correct letter formation Diagonal and horizontal joins Writing capital letters Size and orientation Ascenders and descenders</p>



<p>Maths</p>	<p>Counting and number relationships Number facts Calculations Geometry Measures and statistics</p>		<p>Counting and number relationships Number facts Calculations Geometry Measures and statistics</p>		<p>Counting and number relationships Number facts Calculations Geometry Measures and statistics</p>	
<p>Science SC.1 ongoing</p>	<p>Living things and their habitats. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants (context: rock pools/oceans)</p> <p>Identify and name a variety of plants and animals in their habitats including micro habitats. Describe how animals obtain their food from other animals and plants in a simple food chain. (context: oceans and roc pools) Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene (context: Healthy week(</p>		<p>Uses of everyday Materials – LO: identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, rock, paper & cardboard for particular uses.</p> <p>Find out how the shapes of objects can be changed by squashing, bending, twisting and stretching.</p>		<p>Identify and name a variety of plants and animals in their habitats including micro habitats. Describe how animals obtain their food from other animals and plants in a simple food chain.(context: nocturnal creatures)</p> <p>Identify that animals have offspring that grow into adults.</p> <p>Describe the basic needs of animals and plants for survival. Grow and investigate bulbs and seeds</p>	
<p>History</p>	<p>Significant historical events, people, places in the locality. Guy Fawkes Event: Armistice day</p>		<p>Know about events beyond living memory that are significant nationally or globally. E.g. The Great Fire of London Local area walk- Tudor houses in Rose Street/new build Mathewsgreen comparison</p> <p>Samuel Pepys</p>	<p>Old and new Wokingham</p>	<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievement. (context: first man on the moon mission/Neil Armstrong) Florence Nightingale, Mary Seacole, Tim Peake, Neil Armstrong</p>	
<p>Geography</p>	<p>Recap of the world's continents, name and locate the five oceans of</p>	<p>Revise Weather – Identify seasonal and daily weather patterns in the</p>	<p>Use basic geographical vocab to refer to key human and physical</p>	<p>Use simple fieldwork and observational skills to study the</p>	<p>Use countries from International day to compare and contrast -</p>	<p>Use basic geographical vocab to refer to key human and physical</p>



	<p>the world. Use basic geographical vocab to refer to key human and physical features.</p> <p>Understand geographical differences and similarities when comparing a small area in the UK with non European country. Compare UK with Australia.(coral reef/gold coast)</p>	<p>United Kingdom .and hot and cold areas of the world in relation to the Equator and the North and South poles. Compare UK with Australia.</p> <p>Locate oceans, continents and countries. Use compass directions (N,E,S,W) and locational/directional language to describe features and routes on maps (link computing) map making Use basic geographical vocab to refer to key human and physical features.</p>	<p>features. Use compass directions (N,E,S,W) and locational/directional language to describe features and routes on maps (link computing) map making. Use “Grandad’s Balloon” And “Town Mouse and Country Mouse.” Compare and contrast UK with a non-European country. Use basic geographical vocab to refer to key human and physical features.</p> <p>Volcano Mountain Use compass directions (N,E,S,W) and locational/directional language to describe features and routes on maps (link computing) map making</p> <p>Tour/walk around local area to observe changes(new build)</p>	<p>geography of their school, its grounds and surrounding environment, Look at physical and human features. Name, locate and identify characteristics of the four capital cities of the UK and its surrounding area. Learn capital cities, about their customs, flags and food.</p>	<p>Use basic geographical vocab to refer to key human and physical features.</p> <p>Use compass directions (N,E,S,W) and locational/directional language to describe features and routes on maps (link computing) map making</p> <p>Review: Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>features. Use compass directions (N,E,S,W) and locational/directional language to describe features and routes on maps (link computing) map making</p>
<p>Computing (Wokingham ICT scheme)</p>	<p><u>Multimedia</u> Add text to pictures – 2 Publish Geography islands <u>Digital Imagery</u></p>	<p><u>Multimedia</u> Create presentations for a specific audience – type up Fire of London diary <u>Digital Imagery</u></p>	<p><u>Multimedia</u> Create and refine presentations for a specific audience – Life in year 2 PowerPoint</p>			



	<p>Capture video images- Retrieve, evaluate, improve and share online. – Poetry. <u>Communicating and collaborating</u> Understand images can be shared online-class blog. Create home page on Life Cloud. Access maths and spelling pages. <u>Digital Exploration</u> Explore and share information from a variety of sources. <u>Programing, coding and controlling devices</u> Create and write a program using precise instructions – geography N,S,E,W. <u>E-safety</u></p>		<p>Talk about who might see the images and what is safe to share- E safety video <u>Communicating and collaborating</u> Publish e-safety videos online Create E-safety poster / home page <u>Music and sound</u> Import picture and sound 2 create a story Great Fire of London <u>Collecting, analysing, evaluating and presenting data</u> Use graphing software to collect, illustrate, organise and classify data. – Book week-favourite book character. <u>Programing, coding and controlling devices</u> Understand algorithms- create and debug – 2DIY/2GO Purple Mash <u>E-safety</u></p>		<p><u>Digital Imagery</u> Use tools to share ideas and imagination- 2 animate <u>Communicating and collaborating</u> Share an awareness that information can be shared online – power point presentation <u>Music and Sound</u> Import sound to presentations <u>Digital Exploration</u> Gather information from a variety of sources – research nocturnal animals <u>Programing, coding and controlling devices</u> Create and debug simple code – 2 DIY- owl looking for food. <u>E-safety</u></p>	
R.E. DISCOVER scheme	Christianity Harvest	Celebrations Christmas	Sikhism Easter Judaism		Islam Christianity Judaism	
P.E.	Gym Circuits Football,	Sea Dance Tag Rugby, Netball	Gym Basketball Hockey	Fire Dance Golf Orienteering	Gym Country dancing Cricket Tennis	Sports day Athletics
Art & Design Exploring and developing ideas Investigating and making Evaluating Draw/paint/collage/3D Printing/textiles/IT	<p>Drawing-lessons in line (shells) Painting skills: changing shades of colour by adding white and black: context sea painting Collage: Use a range of materials to create a beach/rock pool scene Wax resist Sculpture: Make a clay beach tile/indenting shell patterns Make an island relief model</p>		<p>Drawing: use charcoal and different materials Painting: making paint wash Collage: fire Sculpture: link science and make sculptures and mobiles by squashing, stretching, bending. Make a model Tudor house</p>		<p>Drawing: Painting like other artists: Van Gogh starry night Collage: space mobile/planets Owls Sculpture-clay owls/felt owls rockets</p>	
Music	<p>Use voice expressively. Play tuned and untuned instruments. Experiment with/play, create, select and combine sounds. Listen to a range of music.</p>		<p>Use voice expressively. Play tuned and untuned instruments. Experiment with/play, create, select and combine sounds. Listen to a range of music.</p>		<p>Use voice expressively. Play tuned and untuned instruments. Experiment with/play, create, select and combine sounds. Listen to a range of music. Tempo</p>	



	Duration/Long & short Pirate shanty songs Christmas production Singing/performance	composition Rhythm & pattern	pitch
Design Technology	Food: healthy week snack-pasta salad Mechanism: winding mechanism/ pop up book-paper mechanism/sliders Structure: recycled materials; pirate treasure chest Shoe box aquarium	Food: bread making Textiles Design, make and evaluate a purse/bag	Mechanism: winding toy (minibeast) Structure: glow in the dark bottle glow worm