

South Bersted C.E. Primary School – Long Term Plan Year 2 – 2023-2024



| | Autumn | | Spring | | Summer | |
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| Creative Topic | <i>Where shall I build my castle?</i> (8-week topic) | How can we make a difference to the world? (4-week topic) <i>A comparison of Significant people</i> | <i>Where would you dare to explore?</i> (2024 – London and the Great Fire) | | <i>How has Butlins helped to make Bognor Regis the seaside town it is today?</i> (2024 - Where would you dare to explore? 8-week topic) | <i>Why are bees important?</i> (2024 4-week topic) |
| English Genres | Arundel Castle recount Narrative – 3 wishes – linked to text Non-fiction information about castles Texts: The Sandcastle by MP Robertson Non-Fiction Castles Writing Purpose Writing to entertain Writing to inform | Fact page Biography Texts: Rosa Parks and Emily Davison (Comparing People from the Past) Little People Big Dreams Rosa Parks Writing Purpose To inform | Diary entry Persuasive letter Recount Poetry Texts: Man in the Moon (A day in the life of Bob) by Simon Bartram The Darkest Dark by Chris Hadfield Non-Fiction Writing Purpose Writing to entertain Writing to inform Writing to persuade | | Narrative News Report Texts: Dolphin Boy by Michael Morpurgo and Michael Foreman Seal Surfer by Michael Foreman Peter's Place by Sally Grindley Writing Purpose To entertain To inform | Narrative Recipe Poetry Texts: When the bees buzzed off Recipes Poetry Writing Purpose To entertain To inform |
| Maths | Number and Place Value Addition and Subtraction | Multiplication and Division Geometry – Position and Direction Measurement – Time | Number and Place Value Fractions Statistics | Statistics Measurement – Money Measurement – Length, Mass, Capacity | Geometry – Properties of Shape Addition and Subtraction – Using and Applying Focus Multiplication and Division | Fractions Measurement – Length, Mass, Capacity – Problem Solving Focus Geometry – Right Angles Geometry – Position and Direction Statistics |
| Science | Living Things and Their Habitats: <i>Pupils will explore and compare the difference between things that are living, dead and things that have never been alive. Pupils will also identify that most living things live in habitats to which they are suited and how the habitat provides the animal with its basic needs. Pupils will also begin to explore basic food chains.</i> | Use of Everyday Materials: <i>Pupils will identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock paper and cardboard for particular purposes. Pupils will investigate the suitability of different materials. In addition to this, pupils will explore how the shape of materials can be changed.</i> | | Animals Including Humans: <i>Pupils will be taught that animals, including humans, have offspring which grow into adults. In addition to this, pupils will investigate the impact of exercise on their bodies and the benefits of a balanced diet and the importance of hygiene.</i> | | Plants: <i>Pupils will make careful observations and describe how seeds and bulbs grow into mature plants. They will explore how plants need water, light and a suitable temperature to grow in</i> |

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| Computing | E-safety (Privacy and Security) <i>To know the difference between shareable and personal information. To understand the risk in sharing personal information. To explain how passwords keep information private. To know different devices that connect to the internet.</i> | Information technology <i>To go on a learning walk to spot technology Survey adults about what they use technology for To understand how to load and find a file on a computer</i> | Coding (See PSHE for unit 2 of E-safety) <i>To know that an algorithm is a set of specific instructions To be able to create a set of instructions for movement and sound To plan a project using a list algorithm To experiment with the different functions of the blocks To be able to add new sprites and backdrops To know how to use ask and say blocks To debug errors using their plan</i> | Information Technology: <i>To know how to open Word on the computer To know how to name a document To navigate the Network to save a document</i> | Coding: <i>To improve previous Scratch creations by adding speech bubbles. Pupils will also deepen their understanding of how to change the background to their Sprite.</i> |
| History | No History Geography Focus | <i>Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework Pupils will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events They will study the lives of significant individuals in the past who have contributed to national and international achievements. They will compare the lives and achievements of Rosa Parks and Emily Davidson</i> | <i>Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework Pupils will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events They will study the lives of significant individuals in the past who have contributed to national and international achievements. They will compare the lives and achievements of Christopher Columbus, Neil Armstrong and Sir Ralph Fiennes</i> | <i>Pupils will learn about changes within living memory through considering how holidays have changed They will learn about significant historical events, people and places in their own locality through looking at Butlins, who started it and why it is here in Bognor.</i> | <i>PSHE and Science focus for this topic</i> |
| Geography | <i>Pupils will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Pupils will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. They will devise a simple map and use and construct basic symbols in a key Pupils will use their map work to identify where they would build</i> | History focus this half term. | <i>Pupils will name and locate the world's seven continents and five oceans</i> | <i>Pupils will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Recap) Pupils will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. They will devise a simple map and use and construct basic symbols in a key</i> | <i>PSHE and Science focus for this topic</i> |

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| | <i>their castle and justify why decide where they would build a castle and justify their reasons.</i> | | | | | |
| RE | <p>Who made Why do Jewish families talk about repentance at New Year?</p> <p><i>Pupils will talk about times when they have done things wrong or need to say sorry. They will discuss what is important to them and others. Pupils will recognise some symbols / pictures on Rosh Hashanah cards and talk about what they see and remember about the story of Jonah.</i></p> | <p>Why does Christmas matter to Christians?</p> <p><i>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Incarnation. Pupils are able to discuss the idea of Jesus being extraordinary and can make connections to the 'Big Story'. They can explore why Jesus being born in a stable is significant for Christians.</i></p> | <p>Why is the Torah such a Joy for the Jewish community?</p> <p><i>Pupils will recognise a Torah scroll and talk about religious art showing a scroll. Use correct words to describe things that are special at Simchat Torah</i> <i>Tell parts of the story of Moses and say some things Jewish people believe about him</i> <i>Talk about how Christians, Jews and Muslims all tell stories of Moses</i> <i>Talk about some things in the Moses stories that make me and my class ask questions</i> <i>Ask with respect what others think makes a good leader</i></p> | <p>Why does Easter matter to Christians?</p> <p><i>They can explore why Jesus dying and then rising to life is significant for Christians.</i> <i>They can give their views on why it is important to forgive.</i></p> | <p>Who made the world?</p> <p><i>Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest.</i></p> | <p>How do some Muslims show Allah is compassionate and merciful?</p> <p style="background-color: yellow;">xxxx</p> |
| Art | | <p>Study of LS Lowry:</p> <p><i>Pupils will look at and comment on the work of LS Lowry</i></p> <p><i>They will explore the colours he used and the way he drew backgrounds and people</i></p> <p><i>After exploring their own interpretations, pupils will work collaboratively to create a whole class mural.</i></p> | <p>Textile:</p> <p><i>The children will learn simple stitching, attaching skills to make a flag to add to a whole class collection of bunting.</i></p> <p>Collage:</p> <p><i>Pupils will create textured seascape collage using a variety of media by folding, crumpling and tearing.</i></p> | | <p><i>DT Focus this half term</i></p> | <p>Study of Georgia O'Keefe:</p> <p><i>The children will study the artist Georgia O'Keefe evaluating her work and then using it as inspiration for their own piece of art.</i> <i>The children will explore sketching skills including hatching, cross hatching, shading, stippling etc and then watercolour exploration. Combining these skills the children will then complete their art work in the style of Georgie O'Keefe</i></p> |
| DT | <p>Mechanisms:</p> <p><i>Pupils will explore the use of mechanisms with a key focus on pulley systems in creating their own draw bridge.</i></p> | | | | <p>Moving Pictures:</p> <p><i>The children will plan, design and create their own moving pictures linked work in literacy. They will use a range of joining and moving parts. They will then evaluate their work and that of others</i></p> <p><i>Their work will be shared and evaluated by younger children.</i></p> | |

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| | | | | | <p>Food and Nutrition:</p> <p><i>Through their work in science, pupils will plan and make their own wrap that includes a healthy mix of protein, vegetables, and dairy as well as learning about the term 'hidden sugars.'</i></p> | |
| <p>Music</p> | <p>Hands, feet, heart</p> <p><i>Listen and Appraise the Hands, Feet, Heart a song that celebrates South African Music.</i></p> | <p>Ho ho ho</p> <p><i>Listen and Appraise the Ho Ho Ho a Christmas Song.</i></p> | <p>I wanna play in a band</p> <p><i>Listen and Appraise the I Wanna Play In A Band a Rock song for children.</i></p> | <p>Zootime</p> <p><i>Listen and Appraise Zootime a Reggae song for children and other Reggae songs.</i></p> | <p>Friendship song</p> <p><i>Listen and Appraise the Friendship Song and other songs about friendship.</i></p> | <p>Relax, rewind and replay</p> <p><i>This Unit of work consolidates the learning that has taken place during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</i></p> |
| <p>PE</p> | <p>Gymnastics</p> <p>Core Skills/Gross Motor Skills</p> | <p>Gymnastics</p> <p>Ball skills (Netball focus)</p> | <p>Dance</p> <p>Ball skills (Football focus)</p> | <p>Hockey</p> <p>Indoor Athletics</p> | <p>Inclusion (short unit)</p> <p>Rounders/Athletics</p> | <p>Tennis</p> <p>Athletics</p> |
| <p>PSHE</p> | <p>Rights and Responsibilities:</p> <p><i>Pupils will discuss and learn about the importance of rights and responsibilities linked to their return to school and British Values.</i></p> <p><i>Pupils will also know how to deal with worries that they have at school and how to find solutions to these.</i></p> <p>E-safety:</p> <p><i>As part of their e-safety work, pupils will learn about privacy and security.</i></p> | <p>Feelings and Emotions:</p> <p><i>In deepening their understanding of feelings and emotions, pupils will explore positive and negative behaviours and how these impact on others.</i></p> | <p>Keeping Safe:</p> <p><i>During Spring 1, pupils will deepen their understanding of keeping safe through e-safety week and Children's Mental Health Week.</i></p> <p>E-Safety:</p> <p><i>As part of their keeping safe work, pupils will further explore healthy online relationships.</i></p> | <p>SRE:</p> <p><i>In Sex Relation Education, pupils will learn about the differences between male and female babies. Pupils will also learn about the NSPCC pants rule and when not to keep a secret.</i></p> | <p>Rights and responsibilities:</p> <p><i>As part of the pupils learning about rights and responsibilities, pupils will celebrate other cultures completing the module Everyone is Unique.</i></p> <p>E-Safety:</p> <p><i>As part of their e-safety work, pupils will learn about the importance of an online reputation.</i></p> | <p>Environment:</p> <p><i>As part of their BIG question, pupils will complete their Courageous Advocacy work by designing and creating their own insect hotels and small world gardens.</i></p> <p>Transition to Key Stage 2:</p> <p><i>As part of their transition work, pupils will focus on change and loss.</i></p> |
| <p>Trips/ Visitors</p> | <p>Arundel Castle visit</p> | <p>KS1 Nativity</p> <p>The children will be part of a courageous advocacy project linked to making a difference?</p> | <p>Explorer Adventure – location tbc</p> | | <p>Visit to Butlins – behind the scenes</p> | <p>Beekeeper</p> <p>The children will be part of a 'courageous advocacy' project where they will strive to improve their immediate environments and the local area</p> |

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