



Timu Academy Trust: Long Term Plan  
Year 2



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic Title</b>	<b>From England to Madagascar</b>		<b>Fire Fire !</b>	<b>The Terrible Tudors</b>	<b>Explorers</b>	
<b>WOW/ Visit/Visitor</b>			Fire of London workshop	Leeds castle visit		
<b>Showcase</b>						
<b>Literacy genre and text</b>	Personal/familiar settings		Fables	Author choice	Quest or adventure Fantasy setting	
	Traditional tale from another culture					
	Instructions		Explanation	Recount - Personal	Non-chronological Recount - letters	
	Contemporary poetry(focus on Lists poetry)		Tongue Twisters and Word Play		Classic poems	
<b>Science</b>	<p><b>Animals and Humans</b> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>		<p><b>Use of Everyday Materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p><b>Living Things and their Habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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, and how they depend on each other identify and name a variety of plants and animals in their habitats, including</p>	<p><b>Plants</b> 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.</p>

				micro- habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	
<b>Computing</b>	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulative and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies				
	We are astronauts	We are games testers	We are photographers	We are researcher	We are detectives
<b>Geography</b>	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (England), and of a small area in a contrasting non-European country				Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
<b>History</b>		Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London)	The lives of significant individuals in the past who have contributed to national and international achievements. [for example, Elizabeth I) Significant historical events, people and places in their own	The lives of significant individuals in the past who have contributed to national and international achievements.(for example, Christopher Columbus and Neil Armstrong)	

			locality			
<b>Art</b>	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and shape Use a range of materials creatively to design and make products To know about a range of artist and craftmakers	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and shape	To know about the work of a range of artists, making links to their own work	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and shape Use a range of materials creatively to design and make products To know about a range of artist and craftmakers		
<b>DT</b>	Generate, develop, model and communicate ideas through talking, drawing, templates, and ICT Select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing			Design purposeful, functional, appealing products based on design criteria Generate, develop, model and communicate ideas through talking, drawing, templates, and ICT Select from and use a wide range of materials and components		
<b>Music</b>	Use voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically 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					
	Ourselves -Exploring sounds	Our land – exploring sounds	Number – exploring beat	Seasons – exploring pitch	Water – exploring pitch	Travel – exploring performance
<b>RE</b>	<u>Christianity</u> Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all the time?	<u>Christianity</u> Theme: Christmas – Jesus as a gift from God. Key Question: Why did God give Jesus to the world?	<u>Judaism</u> Theme: Passover. Key Question: How important is it for Jewish people to do what God asks them to do?	<u>Christianity</u> Theme: Easter – Resurrection. Key Question: Is it true that Jesus came back to life again?	<u>Judaism</u> Theme: The Covenant Key Question: How special is the relationship Jews have with God?	<u>Judaism</u> Theme: Rites of passage. Key Question: What is the best way for Jews to show commitment to God?
<b>PSHE</b>	Me and my feelings	Relationships	Community	Keeping healthy	Staying safe	Growing and changing
<b>PE</b>	Multi-skills	Dance	Gymnastics	Multi-skills/Invasion	Athletics	Striking and fielding

				games		games
<b>French</b>	Introduce yourself	French alphabet Spell your name Numbers to 31, Months	Birthdays Days of the week Todays date	My family Do you have brothers/sisters?	The weather and seasons Introducing likes and dislikes	Where do you live? Places in town