

Long Term Plan 2022-2023

Year 2 (AJ, KM)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| PBL | | How can I become a better me? | Can past disasters bring about positive change? | | How do plants from around the world help humans? | |
| Science | Animals including humans Living thing and their habitats | Animals including humans (exercise, healthy eating) | Materials | | Plants | |
| History | Edith Cavell and Mary Seacole | . | Great Fire of London | | | |
| Geography | | | Compass directions (computing) Use aerial photographs of London | | Human and Physical features (local walk) Identify continents and oceans Use atlases to locate countries | Compare two islands (Singapore and Britain) |
| Art | Painting and blending Pointillism | collage | | Vincent Van Gough- starry night sketching | Observational drawings of plants | |
| RE | Hindu and Sikh | | Christian | | Muslim | |
| RSE | How do we stay safe on the internet? What makes our family special? | What is healthy eating? What is bullying? (14 th Nov anti-bullying week) | How do we show our feelings? | | How can I care for the environment? | |
| Computing | E-safety Digiduck's Big Decision | Computer hardware uses | Further Programming skills | Email | Animation | Develop programming skills |

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| Design and Technology | | Making a fruit salad | Designing and making carts | | Moving Pictures | |
| French | Fruits | Vegetables | | | | Ice creams |
| Music | Unit 1 – Hands, Feet and Heart | Unit 2 Ho, ho ,ho | Unit 3 I wanna play in a band | Unit 4 Zootime | Unit 5 friendship song | Unit 6 Reflect, rewind and replay |
| PE | Sending and receiving | Gymnastic | Dance | Ball skills | Athletics | Striking and Fielding |

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Year 2 Project Based Learning

How can I become a better me?

Key focus: Science (PE, DT, Art, English, PSHE)

Faculty: Humanities

Thinking Skills Focus:

Visual tools for metacognition:
tables, collages, mind maps, pyramid diagram

Sustainable Development Goals Focus:

- 2. Zero Hunger
- 3. Good Health and Well Being
- 12. Responsible Consumption and Production

RRSA Articles:

- A8. Identity
- A14. Freedom of thought and religion
- A24. Health, water, food, environment
- A27. Food, clothing, a safe home

RSE: What messages can we learn from religious practises which could help mentally and physically?

International link: Possible Skype with health experts

Diversity Focus: Discussing foods from other cultures

Outdoor learning: Possible visit to the local supermarket and allotment

Essential Questions:

- What is a balanced diet?
- What foods are healthy/unhealthy?
- How can I improve my diet?
- How can I make better choices with my packed lunches?
- What does 5 portions of fruit and veg look like? How do I compare?
- What can I do to make changes at home?
- How does exercise keep me healthy? What can I do to improve this?

Summary of the project: Initially learn about what healthy and unhealthy food is, the food pyramid and what different food groups provide. Compare this with themselves and how they can improve their diet. Discuss small changes they can make at home which could help themselves and the environment. Design a healthy product from fruit and consider the benefits of exercise on our bodies and minds. Engage in outdoor learning opportunities in other subjects.

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| <p>Can I walk to school? How do I persuade my parents? How does nature and being outdoors improve my health?</p> | |
| <p>Key Vocabulary: Diet, balanced diet, heathy, unhealthy, portion size, exercise, carbohydrates, protein, fruit, vegetables, fats</p> | <p>Prior Learning: Year 1 science - naming the parts of the body and the 5 senses Observing closely, identifying and classifying</p> |

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| <p>Launch: The children will create a vegetable person using a variety of vegetables and then enjoy eating it. We will discuss the effect of eating vegetables on their bodies.</p> | <p>Outcome:</p> <ul style="list-style-type: none">• Make changes to their pack lunches and the food they eat at home to make them healthier• To create a video or Power Point of the changes they have made at home |
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Year 2 Project Based Learning

Can past disasters bring about positive change?

Key focus: History (Art and Design, PSHE, English, Science, Geography)
Faculty: Humanities

Thinking Skills Focus: Memory Strategies

Sustainable Development Goals Focus:
Materials that are reusable

RRSA Articles:
A6. Life, survival and development
A27. A safe home

RSE:

International link: Museum link

Diversity Focus:

Outdoor learning: Burning the Tudor Houses. Making wattle and daub walls using natural resources.

Essential Questions:

How can we find out about the past?
What were people's feelings at that time?
Why was the disaster so widespread?
Where is London?
How has London changed as a result of the Great Fire of London?
What did people learn from this disaster?
What were the positive outcomes of the disaster?

What materials were used in the 1600s? How did this contribute to the spread of the fire?

Summary of the project:

To ask questions about historical pictures.
Children will learn about what happened during the Great Fire of London using drama to reenact events. To emphasise with how people might have felt by burning their Tudor houses. They will sequence events on a timeline. They write a Diary extract to show events and feelings. To learn about Samuel Pepys.

To learn about the materials that were available in the 1600s and their properties. To make their own wattle and daub wall of a Tudor house.

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| <p>How can we show emotions through art? How can I stay safe at home?</p> | <p>To learn about Van Gough and focus on his painting techniques. To look at his 'Starry Night' painting and create our own painting called the 'Scary Night'.</p> <p>To learn about fire safety.</p> |
| <p>Key Vocabulary: History – The Great Fire Of London, Samuel Pepys, London, Bakery, River Thames, Pudding Lane, St Pauls Cathedral, King Charles II, Thomas Farriner, John Evelyn, soldiers, Tudor, Fact, opinion Art – brush stroke, texture, cross hatching, stippling, shading, dashes</p> | <p>Prior Learning:</p> <ul style="list-style-type: none"> • Fire safety • To understand and sequence their own timeline of events • Knowledge of materials and their properties <p>Prior Key History Skills Learning: Develop an awareness of the past.</p> <p>Sequence events or objects in chronological order.</p> <p>Recognise the difference between past and present in their own and others' lives.</p> <p>Begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)</p> <p>Ask and answer questions related to different sources and objects.</p> <p>Sort artefacts 'then' and 'now'</p> |
| <p>Launch:</p> <ul style="list-style-type: none"> • Recreate the fire in Pudding Lane using the Tudor houses that children have made for homework. | <p>Outcome: Our final outcome will be a virtual exhibition containing videos of the houses burning, drama work, their diary writing, Van Gough style artwork, outdoor learning work and a final piece of work about the PBL question.</p> |

Key History Skills:

Sequence events.

Find out about people and events in other times.

Identify differences between ways of life at different times.

Develop empathy and understanding.

Discuss the reliability of photos / stories / accounts

Communicate their knowledge through discussion, drawing, drama, role play, making models, writing and ICT.

Use simple terms to talk about the passing of time.

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Year Project Based Learning

How do plants from around the world help humans?

How do plants help us?

Key focus: Geography (Art and Design, DT, PSHE, English, Science,)
Faculty: Arts

Thinking Skills Focus:

Visual tools for metacognition: Mind maps, storyboards, sketching, conceptual frameworks (flow charts, maps, Venn diagrams etc), graphic organisers, dual coding

Sustainable Development Goals Focus:

15- life on land

RRSA Articles:

A6.Life survival and development
A24. Health, food, water, Environment
A.31 rest, play culture, arts

RSE:

International link:

School from Singapore?

Diversity Focus: discuss traditional plant medicines

Outdoor learning: planting outside, using the allotment, walks around the local area
Visit Botanical Gardens/allotment

Essential Questions:

Why are plants important?
What conditions/climate do certain plants need to grow well?
Are all plants useful?
Where does our food come from?
What part of a plant do we eat?
What types of plants grow in hot/cold countries?
Where does some of our foods come from?
As well as food, what other benefits do plants provide?
What is an Island?
How have plants benefitted Singapore?
What can we do to improve our environment/garden?

Summary of the project:

Learn about what physical and human features are. Plant different seeds, look after them and watch them grow. Learn about the climate around the world as well as the different habitats and conditions different plants need. Find out why plants are important and how they help humans. Study the island Singapore (A city in a garden) and how plants have improved the island when the prime minister wanted to improve the quality of life in a city. Develop observational drawing skills of plants. Link to a school in Singapore and learn about their life, culture and city. Think about how we can improve our actual surroundings at school and our own gardens.

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| <p>What are the pros and cons to a slabbed garden?</p> | |
| <p>Key Vocabulary: Geography – country, continent, equator, tropics, climate, island, city</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Science – germinate, stem, flower, petal, roots</p> | <p>Prior Learning:</p> <ul style="list-style-type: none"> • To know what a plant is • What a plant needs to grow well • To know what country we live in <p>To know what countries are part of the UK</p> |

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| <p>Launch: Go on an observation walk around the local area and tick what you have seen and find it on an aerial map. Then back in the classroom sort the pictures into human and physical features. Then sort the pictures in different ways</p> | <p>Outcome: Our final outcome will be</p> <ul style="list-style-type: none"> • Pick, cook and eat what we have grown in the garden/allotment • Improve the school/allotment by planting and maintaining existing green areas. Begin to create ‘Mayflower in a Garden’ |
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| <p>Geography Skills:</p> <ul style="list-style-type: none"> • Develop knowledge of the human and physical geography of a small area of the United Kingdom. • Name and locate the world's seven continents and five oceans. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. |
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