



Y2 Anston Hillcrest Primary Long Term Plan Cycle 2 (2022 – 2023)



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (5 weeks + 1 week transition)
Learning Journey Title	Historical Study/significant person (adventures and breaking barriers - Shackleton /Amelia Earheart) (Altruistic - Florence Nightingale/ Mary Seacole (conflict) (community links). What makes an inspirational person?		World Food Where does our food come from? A focus on Local Area and Kenya		Oceans / Pollution What impact do humans have on our oceans? How can we make a difference?	
Links to key Drivers	Reading Recognise the difference that others have made and look at the difference we can make.		Reading Making a difference to our bodies (keeping healthy), sustainability (seasonality) improving the school grounds and local green space (linked to fieldwork)		Reading Sustainability The difference others have made: Greta and David Attenborough	
Launch Day	Transition back to school.		Scavenger hunt (school grounds and local area)		BBC Launch – Plastic in the ocean – Call to action	
Visit/Visitors	Recordings of a variety of people who have inspired others. Green Space Rangers		Super market visit or virtual tour		Sculptor Council representative – reduce, reuse and recycle. Sea life expert visit.	
Learning Showcase		A showcase of inspiration		Developing the school grounds – growing vegetables. Adopt a green space- What can we do to improve it?		Reduce, reuse, recycle campaign. Carnival float
English	Narrative (3 weeks) Recount (2 weeks)	Report (2 weeks) Poetry (1 week) acrostic Recount (2 weeks)	Narrative (3 weeks) Persuasion (2 weeks) Poetry (1 week) pattern and rhyme	Report (3 weeks) Instructions (2 weeks) Poetry (1 week) acrostic	Instructions (2 weeks) Narrative (3 weeks) Report (2 weeks)	Recount (2 weeks) Persuasion (2 weeks) Poetry (1 week) Riddles



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Science	<p>Living things and their habitats</p> <p>LTH1. Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>LTH2. 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</p> <p>LTH3. Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>LTH4. 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</p>	<p>Animals including Humans</p> <p>AH1. Notice that animals, including humans, have offspring which grow into adults</p> <p>AH2. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Animals including Humans</p> <p>AH3. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Plants</p> <p>P1. Observe and describe how seeds and bulbs grow into mature plants</p> <p>P2. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Living things and their habitats (Revisit with ocean animals)</p> <p>LTH2. 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</p> <p>LTH3. Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>LTH4. 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</p>	<p>Everyday materials</p> <p>M1. Distinguish between an object and the material from which it is made</p> <p>M2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>M3. Describe the simple physical properties of a variety of everyday materials</p> <p>M4. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>
Science Investigation	<p>Woodlice habitat</p> <p>Research using secondary sources</p> <p>Working Scientifically</p> <p>Do: Gather and record data to help in answering questions.</p> <p>Conceptual Knowledge</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</p>	<p>Nature spotters</p> <p>Identifying and classifying Working Scientifically</p> <p>Review: Identifying and classifying</p> <p>Conceptual Knowledge</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>	<p>Handspans</p> <p>Pattern seeking and relationships</p> <p>Working Scientifically</p> <p>Review: Using their observations and ideas to suggest answers to questions</p> <p>Conceptual Knowledge</p> <p>Recognise growth in humans.</p>	<p>Comparing plant growth in different conditions</p> <p>Observing changes over time</p> <p>Working Scientifically</p> <p>Do: Observe closely, using simple equipment</p> <p>Conceptual Knowledge</p> <p>Use knowledge and understanding of properties of materials to compare suitability for different uses</p>		<p>Floating and sinking</p> <p>Fair Testing</p> <p>Working Scientifically</p> <p>Do: Perform simple tests to compare and group</p> <p>Conceptual Knowledge</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>



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						<p>Reflection</p> <p>Researching and using secondary sources</p> <p>Working Scientifically Plan: Recognise that sorting questions can be answered in different ways and research reflective materials and what they are used for</p> <p>Conceptual Knowledge Describe properties of materials</p>
Geography (See LTP)	World Geography Linked to where people lived / travelled (Maps, places, hot, cold continents).		Contrasting locality A country in Africa and the local area (Local Study and field work - attractive and unattractive areas)		World Geography Sustainability and oceans Maps, atlases and globes, human, impact, ocean, recycling focus.	
History (See LTP)	Historical Study/significant person (adventures and breaking barriers - Shackleton /Amelia Earhart) (Altruistic - Florence Nightingale/ Mary Seacole) (conflict) (community links).					
Computing Internet Safety	<u>Area of Study</u> Using the computer as a writer	<u>Area of Study</u> Improving Algorithms 1	<u>Area of Study</u> Multimedia Stories 1	<u>Area of Study</u> Improving Algorithms 2	<u>Area of Study</u> Branching Databases	<u>Area of Study</u> Improving Programs
	What is personal information? What makes a good online friend?	Jessie and Friends – Episode 1	Why do we ask permission before sharing images?	Jessie and Friends – Episode 1	Jessie and Friends – Episode 1	Lee and Kim – Online Behaviours



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Art (See LTP)			Tinga Tinga – Drawing (oil pastel), printing and colour theory (paint)		Sculpture	
Design & Technology (See LTP)	Introduce structures (Lots of investigations linked to stronger, stiffer and more stable). This will be used and applied in the summer term when making the float) Applying knowledge of a strong structure (Green Space Rangers)		Cooking: Making a plant based product		Mechanisms: designing and making a carnival campaign float for the Harthill festivals (axel and wheels) incorporating a stronger, stiffer and stable structure to showcase their information.	
PE	Real PE unit 1 Personal Football	Real PE unit 2 Social Dance – Louise Wells	Real PE unit 3 Cognitive Gymnastics	Real PE unit 4 Creative Matball	Real PE Unit 5 Physical 10 Base Rounders	Real PE Unit 6 Health and Fitness Athletics
Music Charanga	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
RE (See Rotherham RE Syllabus)	Where do I belong? Signs of belonging to Judaism and Christianity	How do we say thankyou for the Earth? Christianity and Judaism	I wonder... Questions about God.	What does Easter mean to Christians	Where do I belong? Signs of belonging to Judaism and Christianity	How do we say thankyou for the Earth? Christianity and Judaism
PSHCE (See Jigsaw)	Being me in My world 1. Hopes and fears for the year. 2. Rights and responsibilities. 3. Rewards and consequences 4. Safe and fair learning Environment. 5. Valuing contributions 6. Choices 7. Recognising feelings	Celebrating Differences 1. Assumptions and stereotypes about gender. 2. Understanding bullying. 3. Standing up for self and others. 4. Making new friends 5. Gender diversity 6. Celebrating difference and remaining friends .	Dreams and Goals 1. Achieving realistic goals. 2. Perseverance 3. Learning strengths. 4. Learning with others 5. Group co-operation 6. Contributing to and sharing success.	Healthy Me 1. Motivation 2. Healthier choices 3. Relaxation 4. Healthy eating and nutrition. 5. Healthier snacks and sharing food.	Relationships 1. Different types of family. 2. Physical contact boundaries. 3. Friendship and conflict. 4. Secrets 5. Trust and appreciation 6. Expressing appreciation for special Relationships.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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