

Ladybridge Primary School Long Term Learning Challenge Curriculum Plan Year 2

Year Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Challenge Question	Why did the Titanic Sink?	How could you be the next Simone Biles?	Why can't a Meerkat live in the North Pole?	Why were Christopher Columbus and Neil Armstrong brave people?	Which birds and plants would Little Red Riding Hood find in our park?	Why do we love to be beside the seaside?
WOW	Titanic Day	Stockport County	Zoo	Pirate Day	Walk to Adswood park	Trip to the beach
Text suggestions	Samson's Titanic Journey	Demon Dentist – David Walliams	Meerkat Mail (Emily Gravvit) The Tiger who came to tea (Judith Kerr)	The Darkest Dark Peter pan The Tudors: Kings, Queens, Scribes and Ferrets!	Little Red Riding hood Jack and the Beanstalk The enormous Turnip The three little wolves and the big bad pig Under your feet	The Lighthouse keepers lunch Storm Whale Mister Seahorse
Science		Animals including Humans			Living things and their habitats	
Humanities (Hist/Geog)	History - A significant event beyond living memory		Geography - Human & Physical – Seasonal/Daily weather patterns, hot/cold areas of the world.	History - Lives of significant individuals. Events beyond living memory		Geography - Locational, place. Human and physical
Creative Arts (Art/DT)	DT – Moving pictures	DT – Cooking and Nutrition	Art - Painting		Art – Observational drawings DT - Puppets	Art – Collage
Expressive Arts (Music/Dance)	Music My heart will go on – Celine Dion Belle – Beauty and the Beast Godspeed	Music Chariots of Fire – Jon Vangelis Eye of the Tiger – Survivor Ode to Joy – Ludwig van Beethoven (Classical 100)	Music Free Nelson Mandela – The Specials Africa – Toto Three Lions – David Baddiel and Frank Skinner The Lark Ascending – Ralph Vaughn Williams (Classical 100)	Music Sunrise – Richard Strauss Star Wars – John Williams Pirates of the Caribbean theme – Hans Zimmer Sailing – Rod Stewart	Music The Lark Ascending – Ralph Vaughn Williams (Classical 100) The Trout – Franz Schubert (Classical 100) Where Have All the Flowers Gone? – Peter, Paul and Mary	Music Oh I Do Like to be Beside the Seaside – John Glover-Kind We're All Going on a Summer Holiday – Cliff Richard Fantasia on Greensleeves – Ralph Vaughn Williams (Classical 100)
Computing	Hardware/Software: SCRATCH JNR, BEEBOT, KODABLE, TYNKER Computer science	Hardware/Software – Use technology purposefully	E-Safety, Health, wellbeing, lifestyle, copyright and ownership	Hardware/Software – E-safety, self-image and identity, online relationships, online reputation, online bullying and managing online information	Hardware/Software – E-safety, self-image and identity, online relationships, online reputation, online bullying and managing online information	Hardware/Software – Computer Science
PE	Games (Sports coaches) Dance (Miss Nugent)	Games (Sports Coaches) (Rules and tactics to simple games) Gymnastics (Miss Nugent)	Games (sports coaches) (Rules and tactics to simple games) Gymnastics (Miss Nugent) – Move, balance and combine movements	Games (sports coaches) Gymnastics (Miss Nugent)	Games (sports coaches) Dance (Miss Nugent)	Games (sports coaches) Dance (Miss Nugent)
Languages						French

PSHE	Relationships - Families and friendships	Relationships – Safe relationships/respecting ourselves and others	Living in the wider world – Belonging to a community/ Media literacy and digital resilience	Living in the wider world – Money and Work	Health and Wellbeing – physical health and mental wellbeing	Health and wellbeing – growing and changing/keeping safe
RE	Who is a Muslim and what do they believe? Believing.		How and why do we celebrate special and sacred times? Expressing.		How should we care for others and the world and why does it matter? Living.	
Genres covered for English	Writing to entertain – description Writing to inform – recount of the titanic	Writing to inform – Instructions Writing to entertain – in role of Simone Biles	Writing to entertain – Character Description Writing to inform – Non-Chronological Reports	Writing to entertain – in role of Neil Armstrong/Christopher Columbus Writing to inform – Report about Neil Armstrong/Christopher Columbus	Writing to inform – recount of park visit Writing to entertain – Fairy tales	Writing to entertain – Poetry Seaside Writing to inform – Recount of Seaside visit

HLTA	Autumn	Spring	Summer
Learning Challenge	Where do the leaves go in the winter?	Which materials should the three little pigs use to build their house?	Who were the Wright brothers?
Subjects covered	<p>Geography</p> <p>Year 2 Geographical skills and fieldwork</p> <ul style="list-style-type: none"> I can use simple fieldwork and observational skills to study the geography of my school and its grounds. I can use simple fieldwork and observational skills to study the key human and physical features of my surrounding environment. <p>Year 2 Art</p> <p>I can experiment with shape and pattern, looking at repeated patterns.</p> <ul style="list-style-type: none"> I can experiment with different materials to make texture, e.g. sponges. I can experience a range of different artists through history. <p>Printing</p> <ul style="list-style-type: none"> I am proficient in other art, craft and design techniques such as printing. I can develop a wide range of art and design techniques in using colour and texture. I can copy an original print. I can use a variety of materials, e.g. sponges, fruit, blocks. I can demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. I can use key vocabulary to demonstrate knowledge and understanding in this strand, for example: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>Science</p> <p>Everyday materials</p> <p>Year 1</p> <ul style="list-style-type: none"> able to distinguish between the object and the material it is made from. able to identify and name a variety of everyday materials. know the physical properties of everyday materials. able to use properties to compare, sort and group materials. <p>Year 2 Everyday materials</p> <ul style="list-style-type: none"> able to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>History</p> <p>A significant event beyond living memory – the first aeroplane</p> <p>Year 1</p> <ul style="list-style-type: none"> I have an awareness of the past. I can use words and phrases relating to the passing of time. I know how life was similar and different in the past. I answer questions about a period in history. <ul style="list-style-type: none"> I can use stories and from other sources to show that I understand events. <p>Year 2 A significant event beyond living memory – the tragedy of the Titanic.</p> <ul style="list-style-type: none"> I can use everyday historical terms. I can put people and events in order and on a timeline line. I can make my own questions and answer them. I know how life was similar and different in different periods in history in the past. I can select parts of stories and from other sources to show that I understand key features of events. I understand some of the ways in which we find out about the past. <p>I can identify different ways in which the past is represented.</p>