

Bromstone Primary School Long Term Curriculum Plan 2023-24

Year Two

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Concept Question	Where Do Adventures Begin?	Why Do Rights Exist?	Why Lead When You Can Follow?	What Makes Our Environment Special?	What Happens When There is Conflict?	Is It Better To Adapt Or Stay The Same?
Concept	Adventure	Rights	Leadership	Environment	Conflict	Adaptation
School Values	<i>Kindness</i>	<i>Respect / Equality</i>	<i>Honesty</i>	<i>Co-operation</i>	<i>Courtesy</i>	<i>Excellence</i>
Learning Powers	<i>Enjoy Learning Don't Give Up</i>	<i>Keep Improving Work Hard</i>	<i>Concentrate Have a Voice</i>	<i>Enjoy Learning Be Creative</i>	<i>Keep Improving Take Risks</i>	<i>Don't Give Up Concentrate</i>
Principles of Nurture	<i>The Classroom offers a safe place</i>	<i>Learning is understood developmentally</i>	<i>Nurture is important in the development of well-being and self esteem</i>	<i>Language is a vital means of communication</i>	<i>All behaviour is communication</i>	<i>Transitions are important in our lives.</i>
National and Whole School Events	Sukkot (September) International day of Peace Harvest Black History Month (October) World Space week 3 rd -9 th October	Kindness Day 13 th Nov Anti-bullying week 15-19 th Nov Remembrance Day (11/11) Children in Need Hanukkah /Diwali 24 th Nov- 1 st Nov Christmas Concerts	Chinese New Year 22 nd Jan National Story telling week.30 th Jan- Feb 6 th Safer Internet Day 7 th Feb	World Book Day 2 nd March Holi 8 th March British Science Week 10-19 March Palm Sunday April 2 nd / Easter	Ramadan 22 nd March- 21 st April St George's Day 23 rd April	Sports days World Environment Day 5 th June
Assemblies	Value of the Term Black History Month – Celebration of national events	Value of the Term Celebration of national events	Value of the Term Celebration of national events	Value of the Term Celebration of national events	Value of the Term Celebration of national events	Value of the Term Celebration of national events Transition
Topic Question	What do we see on adventures?	Do we need to explore?	What makes a good leader?	What makes a good place to live?	How do you grow a better world?	Where can you see change?
Stimulus/Trips/ Experiences	Holiday News – Photos, dairies, artefacts from their holiday – Share with the class through show and tell. Planning and taking part in local walk	Food and hygiene – Trip to ASDA Linked to money, Look at Food Bank and discuss. Right to food? Kosha Where does food come from	Several Visitors – Leaders in their Field Questions for the leaders.	Leeds castle	Mulan – Watch the film and use as stimulus to understand conflict	Beach trip Year Two Games Afternoon
English	Instructions (How to make a bird feeder) and Non-fiction, Recount, Question and Answers (Neil Armstrong)	Narrative/ character description (George and the Dragon) and Postcards (A Meerkat Christmas)	Traditional tale and non-chronological report Drama Focus	Letters and Adventure story	Fantasy story and Fable.	Biography (Grace Darling) and Poetry
Class texts	How to make a bird feeder?	Meerkat Christmas by Emily Gravett How to Train a Dragon by Cressida Cowell	Little Red Riding Hood Habitats	Milo Imagines the World by Matt de la Pena	This is How We Do It? The Owl Who Was Afraid of the Dark by Jill Tomlinson	If I was in charge of the world.
Mathematics	Place Value Addition (number lines) Properties of shape	Subtraction Money	Multiplication and division Properties of shape	Fractions Time Length and height	Length and Height Position and direction Mass, capacity and temperature.	Statistics Consolidation and problem solving

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(White Rose; Timestable Rockstars)						
Science (with reference to the Kent Scheme)	<p>Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. materials on the basis of their physical properties.</p>	<p>Everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Animals Including Humans 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>	Working Scientifically	<p>Plants 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>	<p>Living things and their habitats 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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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>
Computing	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.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	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.
Geography	Ask simple geographical questions to Where is it? What's it like? Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places. Follow directions (as year 1 and NSEW)	Locate and name on UK map major features e.g. London, river Thames, home location, seas. Find land/sea on globe. Use teacher draw base maps. Use larger scale OS maps. Use an infant atlas. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map). name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photographs) Look down on objects to make a plan view map. Follow a route on a map. Use a plan view. Use an infant atlas to locate places. Begin to understand the need for a key Use class agreed symbols to make a simple key.		
History	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.			Recognise why people did things, why events happened and what happened as a result.	Compare 2 versions of a past event. Compare pictures of photographs of people or events in the past.	Sequence artefacts closer together in time. Sequence photographs etc... from different periods of their life.

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				Identify differences between ways of life at different times.	Discuss reliability of photos/accounts/stories	Describe memories of key events in lives.
Religious Education		Who is a Jew and What do they believe?		How should we care for others and the world, and why does it matter?		How and why do we celebrate special and sacred times?
PSHE	Family and Relationships	Safety and the changing body?	Health and Wellbeing	Citizenship	Economic wellbeing	Transition
British Values and SMSC	Democracy; Rule of Law; Individual liberty; Tolerance and Respect	Individual liberty Tolerance and Respect	Democracy; Rule of Law; Individual liberty; Tolerance and Respect	Democracy; Individual liberty; Tolerance and Respect	Democracy; Individual Liberty	Democracy; Individual liberty; Tolerance and Respect
Art & Design	Painting Colour mixing Monet			Drawing Line? Habitats		Sculpture Habitats
Design and Technology			Food and nutrition	Plan/do/evaluate Creating junk modelling	Plan/do/evaluate	
Music	Ourselves - sounds	Environment – composition	Storytime – sounds	Weather – sounds	Pattern – beat	Water – pitch
French						
Physical Education	Gymnastics unit 1 Hit catch run unit 1	OAA Attack Defend Shoot unit 2	Dance unit 1 Attack Defend Shoot unit 2	Gymnastics unit 2 Hit Catch Run unit 2	Run Jump Throw unit 1 Run Jump Throw unit 2	Send and Return unit 1 Sen and Return unit 2
Outdoor Learning Opportunities	Potion morning Walk around local area	Sound travelling, Sound maps	Working in teams to take part in challenges	Forest school, Litter picking, Gardening	Plants, Gardens	Creating games