

Class 2 Long Term Plan 2024 -25

Terms	Autumn 1 (Driver, Geography)	Autumn 2 (Driver, Science)	Spring 1 (Driver, History)	Spring 2 (Driver, Geography)	Summer 1 (Driver, Science)	Summer 2 (Driver, History)
BIG Question	<i>Are we looking after God's creation?</i>		<i>Does everyone hold the same values?</i>		<i>How do we find out about things in our world?</i>	
Courageous Advocacy	<i>Saving the Rainforest- what can we do?</i>					
Topics	Woodlands and Rainforests		Fire! Fire!		The World and My School	
Y1/2	Geography (Focus, Human and Physical Geography)	Science – (Focus, Living things and their habitats)	History – (Focus, Chronology and timelines)	Geography –(Focus, Place Knowledge),	Science – (Focus, Investigations)	History –(Focus, Historical enquiry and using evidence)
Science	Animals including humans (Yr1) Living things and their habitats (Yr2) linked to woodlands and rainforest		Animals including humans (Yr 1 /2)	Everyday materials (Yr1) Uses of everyday materials (Yr2)	Plants (Yr 1 /2) <i>Our school gardens</i>	
	Seasonal changes (Yr1) <i>Woodlands - Forest School</i>		Seasonal changes (Yr1) <i>Forest School</i>		Seasonal changes (Yr1) <i>Forest School</i>	
Geography	What is it like to live in the Amazon rainforest? The children will use maps and globes to name & locate the world's 7 continents and 5 oceans and where we find rainforests in the world. They will identify seasonal and daily weather patterns			Where Am I? The children will name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. They will use compass points and directional language to explore the location of features on maps.	What is it like here? Children will locate Bilsborrow on an aerial photograph, recognising features within a local context such as the river, canal, railway line and church. They will create their own maps using symbols to represent features.	

	<p>in the United Kingdom and the Amazon rainforest and consider its relation to the Equator. They will understand geographical similarities and differences through studying the human and physical geography of Bilsborrow and Maraià, a small village in the Amazon.</p>				<p>Following simple routes around the village they will explore the use of land in Bilsborrow.</p>	
<p>History</p>		<p>Nurturing Nurses: Edith Cavell and Mary Seacole. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out how Edith Cavell & Mary Seacole helped soldiers and how they improved nursing.</p>	<p>What actually happened during the Great Fire and how can we know for sure 350 years later? The children will discover what London was like in 1666. The children will discover what happened on the night of 2nd September 1666 when the Great Fire of London started. They will discuss why the fire spread quickly and how it was tackled. The children will be introduced to key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher</p>			<p>How was school different in the past? Focussing on the history of our school children will understand that although schools have been in the local area for a long time, they have not always been the same. They will identify historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.</p>

			Wren. The children will consider how we find out about the past, through work on Samuel Pepys' diary and objects left behind after the fire, to help them form opinions about what happened over 350 years ago.		
English	<p>Dear Earth by Isabel Otter and illustrated by Clara Anganuzzi</p> <p>The children's work will begin with them being explorers and thinking about where in the world they would like to explore. Children go on to write about what explorers need to do before going on a mini safari and then research and record factual statements about endangered animals. They will write setting descriptions of landscapes around the world and turn these into poems about exploration. At the end of the story, children are challenged to think about and discuss the problems and solutions the planet faces and will write a persuasive speech encouraging the public to look after the environment. Children will finish with a letter to the earth, using Tessa's letter from the text and celebrating their own dreams and aspirations.</p> <p>Information Texts – Report - Animals of the rainforest.</p> <p>Fantasy Stories – The Tin Forest- Children will explore a range of different types of writing all with a purpose including writing: a description, a non-fiction leaflet or poster and a story.</p>	<p>The Great Fire of London by Emma Adams & James Weston</p> <p>The children explore London in the present and the past, they compare the London of today and the London of 1666, using past and present tense. A sense of audience and purpose is heightened as children write a spiel for a tourism event and write a blurb for the Museum of London's Great Fire exhibit. They explore the cause of the fire and create warning posters in role as King Charles II Children also write certificates to give out to brave Londoners in a royal ceremony. The class will create their own mini-London Museum in class to publish and display their work.</p> <p>Traditional Stories – Goldilocks and the Three Bears by Lauren Child</p> <p>Children use three different versions of Goldilocks for three different, but connected writing outcomes. Children initially familiarise themselves with the traditional version of the tale, using Lauren Child's version and identify the elements of a traditional tale and identifying adjectives to describe the character of Goldilocks and create a 'Wanted' poster. Children then explore the text of Me and You by Anthony</p>	<p>A House Held up by Trees by Ted Kooser and illustrated by Jon Klassen</p> <p>Children will begin by photographing trees in our school grounds to give them inspiration to write descriptions about all the natural wonders they spotted. While reading the text, children will be encouraged to write an estate agent advertisement as well as use conjunctions to explain the life cycle of trees. Children will discuss the characters in the text, including what the deeper message of the book could be, and will finish with an extended factual report about the trees in our school grounds and local area.</p> <p>Last Stop on Market Street by Matt de la Peña and Christian Robertson, in which the children explore the true beauty of everyday life through the lens of a bus journey. Children will use their senses to describe their local area before using the poetic language of the text to inspire them to write their own poetry for 'the bus that breathes fire'. Children explore the concepts of giving and charity through creating adverts for the Soup Kitchen, alongside advice notes explaining why it is important to help those in need and letters to the local community to encourage them to do so. Finally the children will create their own narrative</p>		

	<p>Shared story focus - Stories from the rainforest, Earth, conservation, pollution, endangered animals, protection, dreams, aspirations, exploration</p>	<p>Browne where pictures are used to provide a context for why Goldilocks appears at the three bears house. This is a more sympathetic view and the children are asked to tell the story from her perspective. In the final part, children write a sequel to the original story, where Goldilocks and the bears meet many years later and they role play and imagine conversations and then look at a published sequel called Goldilocks and Just the One Bear by Leigh Hodgkinson.</p> <p>Instructions – How to make a bowl of porridge or other instruction linked to traditional story (Yr1) How to catch a stone giant – (Yr2)</p> <p>A Walk in London by Salvatore Rubbino. – Children follow a mother and daughter as they board the classic red bus and begin a whirlwind tour of some of London's most iconic landmarks. Through the text children will complete work including setting descriptions, captions, postcards, diary entry and a persuasive poster</p> <p>Shared story focus – Traditional Stories, London, travel.</p>	<p>based on a journey using the poetic devices and language techniques explored throughout their previous work.</p> <p>Performance Poetry – The Sound Collector</p> <p>Shared story focus – Community, gratitude, diversity, journeys, family relationships</p>
<p>Maths</p>	<p>Year 1 – Place Value (within 10) Addition & Subtraction (within 10) Geometry – Shape</p> <p>Year 2 – Place Value Addition & Subtraction Geometry – Shape</p>	<p>Year 1 – Place Value (within 20) Addition & Subtraction (within 20) Place Value (within 50) Measurement – Length & Height Measurement – Mass & Volume</p> <p>Year 2 – Measurement – Money Multiplication & Division Measurement – Length & Height Measurement- Mass, Capacity & temperature</p>	<p>Year 1 – Multiplication & Division Fractions Geometry – Position & Direction Place Value (within 100) Measurement – Money Measurement – Time</p> <p>Year 2 – Fractions Measurement – Time Statistics Geometry - Position & Direction</p>

RE	The Bible. Why is it such a special book?	Why is the birth of Jesus such good news?	Jesus friend to everyone.	Easter. How do symbols help us to understand the story?	Why is church such a special place for Christians?	Jesus was special
Art	<p>Sculpture and 3D Paper Play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p>		<p>Painting and Mixed media - Colour Splash Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p>		<p>Sculpture and 3D Clay Houses This unit focuses on teaching pupils to shape and decorate clay, create a pinch pot, design and make a clay tile with house features. It emphasises practical skills in working with clay and applying artistic techniques in a structured project.</p>	
DT		<p>Textiles – puppets - Children explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.</p>		<p>Mechanisms - Design and create a functional Ferris wheel (link to London Eye), learn how different components fit together so that the wheel rotates and the structure stands freely.</p>		<p>Cooking and nutrition: Smoothies – Children learn food preparation skills and the importance of taste testing and ingredient choices.</p>
Music		<p>Classical music, dynamics and tempo. Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short</p>		<p>Timbre and rhythmic patterns. Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases</p>		<p>Vocal and body sounds. Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p>

		section of music as a group, with a focus on dynamics and tempo.		before creating rhythmic patterns to tell a familiar fairy tale.		
PE	Playground games in the 20th Century	Games – Piggy in the Middle	Dance	Tennis / Gymnastics	Games – Net and Wall	Athletics
Computing	<p>Bee Bots Developing early programming skills using either the Bee:Bot or virtual Bee:Bot.</p> <p>Online Safety</p>	<p>Creating media: Digital imagery Using creativity and imagination to plan a miniature adventure story and capturing it using developing photography skills. Children learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase</p> <p>Online Safety</p>	<p>Data handling: Introduction to data Learning what data is and the different ways that it can be represented as well as developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers.</p> <p>Online Safety</p>	<p>Programming 2: ScratchJr Exploring what ‘blocks’ do, using the app ‘ScratchJr,’ by carrying out an informative cycle of predict > test > review. Programming a familiar story and an animation of an animal, children make their own musical instrument by creating buttons and recording sounds as well as following an algorithm to record a joke.</p> <p>Online Safety</p>	<p>Creating media: Stop motion Storyboarding and simple animation creation using either tablet devices or devices with cameras.</p> <p>Online Safety</p>	<p>Data handling: International Space Station Learning how astronauts survive on the ISS, including identifying necessary items, designing sensor displays, and exploring habitable planets. Children gain an understanding of living in space and how space exploration can benefit life on Earth.</p> <p>Online Safety</p>
PSHE	<p>Setting ground rules</p> <p>Family & Relationships Health and wellbeing</p>		Safety and the changing body		<p>Citizenship</p> <p>Economic wellbeing</p>	
Curriculum Enhancement	Forest Schools Myerscough - Plantworld visit		History School Visitor linked to GFL			Judges’ Lodgings Museum Lancaster Victorian school room