

# Maulden Lower School

## Year 2 Long Term Planning by Area of Learning 2024-25



	Autumn 1	Autumn 2	Spring		Summer 1	Summer 2
Topic & Key Focus	Maulden & Me (Geography Focused)	Famous Five (History Focused)	Carnival of the Animals (Music & Science Focused)		Travel & Transport (History & Geography)	
English	<b>Fiction:</b> Stories in familiar settings. <b>Non-Fiction:</b> Postcards & letters for excuses + factfiles of significant people in history. <b>Poetry:</b> The poems of Edward Lear.		<b>Fiction:</b> The stories of Anthony Browne <b>Non-Fiction:</b> Animal-themed recounts <b>Poetry:</b> Birds		<b>Fiction:</b> Oliver Jeffries and Quest Stories <b>Non-Fiction:</b> Information Texts <b>Poetry:</b> Happy Poems	
Maths	Number: Place Value Number Addition and Subtraction Number Addition and Subtraction Geometry: Properties of shape		Measurement: Money Number: Multiplication and Division Measurement: Length and height Measurement: Mass, Capacity and Temperature		Number: Fractions Measurement: Time Statistics Geometry: Position and Direction	
Science	<b>The Environment:</b> Discussing climate change, Reducing, reusing & recycling, Ways to save energy & conserve water, Wind power, Classifying animals, endangered species & protecting their habitats.  <b>Working scientifically</b>	<b>Scientists &amp; Inventors:</b> Louis Pasteur & discovering germs, Elizabeth Garrett Anderson & the importance of doctors, Charles Macintosh & waterproof materials, Rachel Carson & ocean pollution, Horticulturalists & the Eden Project,  <b>Working scientifically</b>	<b>Animals inc. Humans:</b> Animal young, Growing & changing (humans & other animals), Basic needs, Healthy eating, Importance of exercise, Keeping clean.  <b>Working scientifically</b>	<b>Living Things &amp; Their Habitats:</b> Life processes and things that are living, dead or have never been alive, Investigating local habitats, Mini-beast microhabitats, Worldwide habitats, Suitability of habitats, Food chains.  <b>Working scientifically</b>	<b>Plants:</b> Observing plants, Seeds & bulbs, Life cycles of plants, Plants' basic needs, Edible plants, Comparing the growth of different plants.  <b>Working scientifically</b>	<b>Everyday Materials:</b> Identifying uses of different materials, Observing uses of materials in our local environment, Comparing suitability of materials, Materials that can and can't change shape, Recycling materials, Discovering new materials.  <b>Working scientifically</b>

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History	<p><b>Changes within living memory:</b> History of our school and village</p> <p><b>Events beyond living memory that are significant nationally:</b> Remembrance Day, The Gunpowder plot, The Great Fire of London.</p> <p><b>The lives of significant individuals in the past:</b> Walter Tull, Guy Fawkes, Samuel Pepys, Florence Nightingale, Louis Pasteur.</p> <p><b>Significant historical events/people/places in own locality:</b> Maulden's place in the Doomsday book</p>	<p><b>Changes within living memory:</b> How explorers and their discoveries have impacted upon our lives today</p> <p><b>Events beyond living memory that are significant nationally:</b> Scott's expedition to Antarctica, Ann Bancroft – first woman to reach North Pole on foot/sled.</p> <p><b>The lives of significant individuals in the past:</b> Ibn Battuta, Robert Falcon Scott &amp; Ann Bancroft.</p> <p><b>Significant historical events/people/places in own locality:</b> Apsley Cherry-Garrard, Antarctic explorer</p>	<p><b>Changes within living memory:</b> Transportation (past, present and future).</p> <p><b>Events beyond living memory that are significant nationally:</b> Vikings (longboats), the invention of the steam engine, the first flight</p> <p><b>The lives of significant individuals in the past:</b> Henry VIII and Queen Victoria, George Stephenson and the Wright Brothers.</p> <p><b>Significant historical events/people/places in own locality:</b> Sir Benjamin Thomas Brandreth-Gibbs, agriculturalist and horticulturalist and his service to Queen Victoria. Ampthill Great Park and its links to Henry VIII &amp; Catherine of Aragon</p>		
Geography	<p><b>Locational knowledge:</b> Maulden's place in the UK, Europe &amp; the world.</p> <p><b>Place knowledge:</b> Maulden and Bedfordshire</p> <p><b>Human &amp; physical geography:</b> Key human and physical features of our village and county.</p> <p><b>Geographical skills &amp; fieldwork:</b> Devising simple maps, planning routes, understanding aerial views, atlas skills (UK &amp; the World), suggesting changes to our local area.</p>	<p><b>Locational knowledge:</b> Africa &amp; Kenya, Asia, Antarctic</p> <p><b>Place knowledge:</b> Kenya and its differences in comparison to our local area, comparing the Masai culture to our own.</p> <p><b>Human &amp; physical geography:</b> Key human and physical features of Kenya. Comparing locations and their climates around the world, particularly in relation to the Equator and the North Pole.</p> <p><b>Geographical skills &amp; fieldwork:</b> Identifying locations on a map, using compass directions, mapping a national park or game reserve, observing and discussing geographical photographs, developing atlas skills.</p>	<p><b>Locational knowledge:</b> UK Seaside Resorts</p> <p><b>Place knowledge:</b> to name, locate and identify characteristics of the four countries and capital cities of the UK in the context of UK seaside resorts. Coastal and island locations.</p> <p><b>Human &amp; physical geography:</b> To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world, in the context of island locations. To use basic geographical vocabulary to refer to key human and physical features, in the context of coastal/seaside locations in the past and present day.</p> <p><b>Geographical skills &amp; fieldwork:</b> To use simple compass directions and locational and directional language to describe the location of features and routes on a Map. To use world maps, atlases and globes to identify the United Kingdom and its countries. To use aerial photographs and to recognise landmarks and basic human and physical features.</p>		

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Music	<p><b>Folksongs</b></p> <p>Listening: identify pulse, tempo, structure, (repetition of melody), instruments</p> <p>Composing: improvise rhythmic patterns</p> <p>Performing: class ensemble, drone, play &amp; sing together, create texture, maintain parts, call &amp; response, sing in a round, sing/chant in three parts, use dynamics for expression</p> <p>Learning Makaton signs and preparing for our Harvest service</p>	<p><b>Great Fire of London</b></p> <p>Listening: Features of Baroque, identify instruments, texture, use of voice, word painting</p> <p>Composing: explore vocal sounds, found sounds, instruments, record rhythms: notation</p> <p>Performing: follow a score, notation, body percussion, copy rhythms, chant to a pulse, add actions when singing, sing in a round</p> <p>Performing Nativity Play to parents.</p> <p>Performing Christmas songs to Grandparents at Senior Citizens Afternoon Tea</p>	<p><b>Jupiter</b></p> <p>Listening: identify instruments, dynamics, tempo, pitch, identify themes</p> <p>Composing: select and combine resources to create music in response to a non-musical stimulus</p> <p>Performing: class ensemble, small group ensemble, show changes in dynamics, tempo, add lyrics, demonstrate an aware of occasion</p>	<p><b>Toys</b></p> <p>Listening: identify pulse pitch &amp; tempo</p> <p>Composing: create improvised phrases, use dot notation to record a melody</p> <p>Performing: move to music, follow a score, play tuned percussion, play &amp; sing together</p> <p>Singing – songs for our Easter service.</p>	<p><b>Four Seasons</b></p> <p>Listening: identify instruments, identify rhythm, pitch, dynamics &amp; tempo</p> <p>Composing: improvise</p> <p>Performing: follow dot &amp; staff notation, use pitch, dynamics &amp; tempo</p>	<p><b>Oceans</b></p> <p>Listening: identify instruments, identify rhythm, pitch, dynamics and tempo</p> <p>Composing: improvise rhythm</p> <p>Performing: follow staff notation, use pitch, dynamics and tempo</p>
Computing	<p>Unit 2.2 Online Safety (Lesson 1, 2 and 3)</p> <p>Unit 2.1 Coding Programs – 2Code (6 lessons)</p> <p>Unit 2.5 Effective Searching Programs – Browser (3 lessons)</p>		<p>Unit 2.3 Spreadsheets Programs – 2Calculate (4 lessons)</p> <p>Unit 2.4 Questioning Programs - 2Question, 2Investigate (5 lessons)</p>		<p>Unit 2.6 Creating Pictures Programs – 2PaintAPicture (5 lessons)</p> <p>Unit 2.7 Making Music Programs – 2Sequence (3 lessons)</p> <p>Unit 2.8 Presenting Ideas (4 lessons)</p>	

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Art	<b>Themes:</b> Landscapes & Cityscapes, Great Fire of London + Special Events (Children in Need, Guy Fawkes Night). <b>Range of materials:</b> Charcoal, pastels, digital media, marbling ink, watercolours, collage materials <b>Artists:</b> Van Gogh & Monet (Cityscapes), Seurat (Pointillism)		<b>Themes:</b> Animals & Colour Chaos Part 2. <b>Range of materials:</b> Sketching pencils, pastels, collage materials, textiles, clay, poster & powder paints <b>Artists:</b> Pollock, Delaunay & Kandinsky (Use of Colour)		<b>Themes:</b> Arcimboldo Portraits <b>Range of materials:</b> Sketching pencils, watercolours, fruit & vegetables for printing, collage materials, <b>Artists:</b> Arcimboldo,	
Design Technology	<b>Design, make &amp; evaluate:</b> Fabric faces (inc. face shape, hair & other features). <b>Technical knowledge:</b> Selecting and joining textiles.		<b>Design, make &amp; evaluate:</b> Vehicles <b>Technical knowledge:</b> vehicle, wheel, axle, axle holder, chassis, body, cab. Understanding what wheels and axles are. The difference between fixed and free moving axles. Simple methods to fix wheels and axles to a product.		<b>Design, make &amp; evaluate:</b> Sensational salads <b>Technical knowledge:</b> washing, chopping, slicing, preparing & mixing foods. <b>Cooking &amp; nutrition:</b> Understanding where food comes from and principles of a healthy diet to prepare dishes.	
Religious Education	<b>How do we show we care for the Earth &amp; environment? Why does it matter?</b> Nature & God (inc. Creation & Harvest – Christianity, Sukkot – Judaism + lessons from Islam & Buddhism).	<b>Who is an inspiring person? What stories inspire Christians?</b> Is a miracle inspiring? Is it inspiring to be generous? Inspiration through prayer.	<b>What can we learn through sacred books &amp; stories?</b> How Muslims respect their holy writing. The story of Muhammad at the Gates of Makkah. The importance of the Qu’ran to Muslims. How Jewish people treat the Torah scroll with great respect, what it says and how it is used. <b>What is the ‘good news’ Christians believe Jesus brings?</b> Who helped to share the good news? The gathering of his 12 disciples. Revisiting the Easter story and how that was ‘good news’ for Christians.		<b>How do we show we care for others and why does it matter?</b> Caring for others (Raksha Bandhan – Hinduism, The Good Samaritan – Christianity, Langar – Sikhism, The Monkey King – Buddhism).	<b>How and why do we celebrate significant times?</b> What makes some celebrations sacred to believers? Ceremonies (Aqiqah-Islam, Bar Mitzvah – Judaism, Dastar Bandi – Sikhism, Hindu Weddings).
PSHE & Values	<b>VIPS:</b> Families, Friends, Falling out, Working together, Showing you care. Class Agreement & Ways to a Happy Classroom  <b>Value: Responsibility</b>	<b>Safety First:</b> Staying safe at home, outside, online, people who can help.  Anti-Bullying Week Activities & Save The Children Christmas Jumper Day Activities  <b>Value: Appreciation</b>	<b>Respecting Rights:</b> What are rights, Protecting our rights, Respecting others, Everybody’s different, Is it fair? Taking part.  Children’s Mental Health Week Activities  <b>Value: Determination</b>	<b>Growing up:</b> Our bodies, Is it ok? Look at me now, Getting older, Changes.  Internet Safety Week Activities  <b>Value: Truthfulness</b>	<b>Think Positive:</b> Think happy feel happy, It’s your choice, Gogetters, Be thankful, Be mindful.  <b>Value: Respect</b>	<b>One World:</b> Families, Homes, School, Environment, Our Planet.  Transition support and activities.  <b>Value: Co-operation</b>

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Physical Education	<p><b>Get Set for P.E Fundamentals</b></p> <p>To develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping to observe and recognise improvements for their own and others' skills and identify areas of strength. To work collaboratively with others, taking turns and sharing ideas.</p>	<p><b>Get Set for P.E Dance</b></p> <p>To explore space and how their body can move to express an idea, mood, character or feeling. To develop knowledge of travelling, dynamics and expression. To use counts of 8 consistently to keep in time with the music and a partner. To explore pathways, levels, shapes, directions, speeds and timing.</p> <p><b>Get Set for P.E Yoga</b></p> <p>Get Set 4 Yoga Intro + Cosmic Yoga themed sessions for Hallowe'en, Guy Fawkes &amp; Christmas. Pupils learn about mindfulness and body awareness. To begin to learn yoga poses and techniques</p>	<p><b>Get Set for P.E Gymnastics</b></p> <p>To learn explore and develop basic gymnastic actions on the floor and using apparatus. To develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.</p>	<p><b>Get Set for P.E Fitness</b></p> <p>To take part in a range of fitness activities to develop components of fitness. To begin to explore and develop agility, balance, coordination, speed and stamina. To have the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p>	<p><b>Get Set for P.E Ball Skills</b></p> <p>To develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. To have the opportunity to work independently, in pairs and small groups.</p>	<p><b>Get Set for P.E Target Games</b></p> <p>To develop their understanding of the principles of target games. To learn how to score points and play to the rules. To develop the skills of throwing, rolling, kicking and striking to targets. To begin to self-manage games selecting and applying the skills they have learnt appropriate to the situation.</p> <p><b>Athletics</b> Working towards KS1 Sports Day activities.</p>
Languages	<p><b>Makaton</b> to communicate songs &amp; tell a story. <b>Merry Christmas</b> in languages around the world.</p>		<p><b>A taste of Spanish</b> – basic greetings, numbers 1 to 12, safari animals.</p>		<p><b>A taste of Japanese</b> – basic greetings, days of the week, colours.</p>	
Outdoor Learning	<p>Exploring our school grounds and local area. Visiting St. Mary's church. A treasure hunt in the local area.</p>	<p>Visiting Maulden woods for heather seed scattering. Active Maths. Singing Playgrounds.</p>	<p>Visiting Maulden woods to identify signs of Spring and look for habitats. Active English. Singing Playgrounds.</p>		<p>Visiting Maulden woods to complete field sketches. Planting &amp; growing outside.</p>	<p>Visiting Maulden woods for a picnic &amp; bug hunt Active Science. Class trip</p>
Enrichment & Key Dates	<p>Settling in &amp; getting to know you activities. International day of peace. Values day. Harvest Service. Genes for Jeans Day.</p>	<p>Diwali. Hallowe'en. Woodland walk Guy Fawkes Night. Children in Need. Christmas &amp; Christmas Performances. Community C'mas Events.</p>	<p>Shrove Tuesday. Chinese New Year. World Thinking Day. World Book Day. Feet First, Easter. Spring Fayre. St. George's Day. Woodland Walk</p>		<p>SATs Assessments. Phonic Checks. International Day.</p>	<p>Healthy Eating Week. End of Year Assembly. Maulden Village Show. Woodland Walk Transition Activities.</p>

