

The Hawthorns Primary School Long term curriculum plan Year 2 2023-2024

	Autumn	Spring	Summer	
Topic name	Into the woods...	Time Travellers	Seaside Rescue	
Hook/outcome/ Key events	Woodland Walk – den building Harvest Festival Fireworks Diwali Remembrance Day Forest School activities Christmas – letter to Santa	Great Fire of London Workshop Nurse talk to the children Fire brigade talk Easter Mother’s Day Pancake Day Chinese New Year World Book Day	School trip to The Natural History Museum Sports Day Father’s Day Pirate party	
Whole class reading text drivers	<div style="display: flex; flex-direction: column; align-items: center;">  <p>Lari Don – Little Red Riding Hood</p>  <p>The Night Gardener – The Fan Brothers</p>  <p>Tidy – Emily Gravett</p> </div>	<div style="display: flex; flex-direction: column; align-items: center;">  <p>There’s a Lion in my Cornflakes – Michelle Robinson</p>  <p>The Lion and the Mouse – Jerry Pinkney</p> </div>	<div style="display: flex; flex-direction: column; align-items: center;">  <p>Vlad and the Great Fire of London – Kate Cunningham</p>  <p>The Pirates Next Door – Jonny Duddle</p> </div>	<div style="display: flex; flex-direction: column; align-items: center;">  <p>The Lighthouse Keeper’s lunch – David Armitage</p>  <p>The Mousehole Cat – Antonia Barber</p> </div>

Parallel texts	<ul style="list-style-type: none"> • Little Red Riding Hood and the Wolf (poem Roald Dahl's Revolting Rhymes) • Into the Forest • The Tin Forest • The Hodgeheg • Goldilocks and the Three Bears • The Enchanted Wood • Fantastic Mr Fox • Non-fiction texts on woods and woodland creatures 		<ul style="list-style-type: none"> • Flat Stanley • Tilly and the Time Machine • Unfortunately the milk • The story of the Great Fire of London • Non-fiction texts on historical periods and famous people • Vlad and the Florence Nightingale adventure 		<ul style="list-style-type: none"> • Seaside Holidays Then and Now • Five on treasure island • The Lighthouse Keeper stories • The Wreck of the Zanzibar • Non-fiction books on beaches and oceans • The pirate cruncher 	
Writing learning journey 1	Outcome: Character description of the wolf Purpose: To entertain Audience: Peers Form: Narrative/descriptive writing Viewpoint: 3 rd person	Outcome: William's diary – description of how the setting has changed Purpose: To entertain Audience: William Form: Descriptive Diary Viewpoint: 1 st person	Outcome: Letter to Mr Flaky's customers explaining how to look after a lion Purpose: To inform Audience: Children Form: Letter/instructions Viewpoint: 2 nd person	Outcome: Fact file of GFOL Purpose: To inform Audience: Children/their parents Form: Non-fiction Viewpoint: 3 rd person	Outcome: Instructions for how to make the perfect sandwich Purpose: To inform Audience: Peers Form: Instructions (with introduction and word of warning) Viewpoint: 2 nd person	Outcome: Character description of Mowzer Purpose: To entertain Audience: Young readers and peers Form: Narrative/descriptive writing Viewpoint: 3 rd person
Writing learning journey 2	Outcome: Advert for litter picking Purpose: To persuade Audience: The local community, council Form: A persuasive letter Viewpoint: 2 nd person		Outcome: To write the story to accompany a wordless picture book Purpose: To entertain Audience: Young readers and peers Form: Narrative (fable) Viewpoint:		Outcome: Fact file about pirates Purpose: To inform Audience: Children/their parents Form: Non-fiction Viewpoint: 3 rd person	

			3 rd person			
Sight of application writing	Recount of Little Red Riding Hood Character description of Pete	Job advert for a Night Gardener	Diary entry of the lions trashing the park Thank you letter from the lion to the mouse	Narrative about TGFoL – Vlad’s story	Fact file of a seagull Character description of Mr Grinling Complaint letter from the neighbours	Recount/retelling of the story
RE	Christianity Is it possible to be kind to everyone all of the time?	Christianity; Jesus as a symbol of light. What lessons can we learn from Jesus?	Christianity; festivals of light. What does the symbol of light represent in religion?	Judaism How special is the relationship Jews have with God?	Judaism How important is it for Jewish people to do what God asks them to do?	Multi religion. What are big questions?
PSHE	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
Science	Animals including humans	Living things and their habitats	Scientists and inventors	Plants	Uses of everyday materials	Ocean habitats
Humanities	Woodland habitats Local area study – Wokingham Compare local woodland to jungle		Great Fire of London Florence Nightingale Mary Anning Looking at historical events		Seaside and ocean habitat Seaside holidays in the past Beaches around the world	
Design and Technology	Clay woodland animals Shoebus habitats		Making bread Fire Engines Tudor houses		Puppets Pizzas and pizza boxes	
Art and Design	Investigating primary and secondary colours Bark rubbings Woodland creature drawings Andy Goldsworthy art work Red Kite and Cuckoo art work Self portraits Seasonal artwork – trees in different seasons Firework pictures		London skyline fire pictures Making paper lamps – Florence Portraits of Florence Nightingale Easter activities Easter cards Mother’s Day cards		Seaside pictures Observational drawings – shells Painting stones Edward Hopper – lighthouses Father’s Day cards Rainbow fish – collage	

	Christmas artwork					
PE	Fundamentals Fitness	Yoga Ball skills	Gymnastics Sending and Receiving	Team Building Target Games	Dance Striking and Fielding (Country Dancing)	Athletics Invasion (Sports Day)
Music	<u>Tony Chestnut</u> Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. <u>Carnival of the Animals</u> Timbre, tempo, dynamics, pitch, classical music <u>Composing music – inspired by Birdsong</u> Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.		<u>Grandma Rap</u> Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2 <u>Orawa</u> Beat, rhythm, repetition, structure, 20th century classical music. <u>Trains</u> To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto)		<u>Swing-a-long with Shostakovich</u> 2- and 3-time, beat, beat groupings, 20th century classical music. <u>Charlie Chaplain</u> To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). <u>Tanczomy labada</u> Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.	
Computing	Online safety Self-image and identity	Online safety Online bullying	Online safety Managing information online	Online safety Copyright and ownership	Online safety Health, well-being and lifestyle	Online safety Online relationships
	Effective searching	Creating pictures	Spreadsheets	Coding	Making music	Questioning