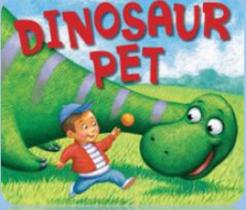


Year 2 Long Term Plan 2016-17

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Key texts (See separate document for English long term plan)	Have you filled a bucket today? Silly Billy Operation Night Monster Billy's Bucket Poetry- Seasides. Harvest – 'I'm absolutely full tonight' by Kenn Nesbitt	Harry and the Bucketful of Dinosaurs Dinosaur Pet Non-fiction information texts- All About Orang-utans (ebook) Christmas story The dinosaur that pooped Christmas. Witch poetry	Anthony Browne: Gorilla & The Tunnel The Jolly Postman Twist in the tale Non-fiction - Materials The Window There's No Place Like Home (Geography link) Frog poetry Twist in the tail (ebook)	Lila and the secret of rain. Bringing the rain to Kapiti Plain Cinderella Poetry – 'Life in Africa' 'Don't Call Alligator Long-Mouth Till You Cross River'	'Bob - The man on the moon' stories Beegu Non Fiction – Growing Chocolate (ebook) The chocolate cake (Michael Rosen)	Bog Baby (Link to outdoor learning and pond dipping) Media literacy – Titanic clips
Cross Curricular Maths (See separate document for Maths long term plan)	Statistics – Graphs and charts (habitats) Scientific experiment – measuring	Dates and timelines Money Weight (Preparing for Coronation party) Classification of dinosaurs – tallys etc. Dinosaur measuring 1950s 'rote learning' times tables	Addresses and house numbers Odd/even numbers Use simple compass directions (North, South, East, West)	Measurement – Temperature Rainfall	Measuring plant growth Weighing ingredients for chocolate treats	Problem solving – Number of life boats and number of passengers
Science	 <p>Why would a dinosaur not make a good pet?</p> <p>Explore and compare the difference between things that are living, dead and things that have never been alive. 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. Identify and name a variety of plants and animals in their habitats, including micro habitats 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>	 <p>What is our school made of?</p> <p>Identify and compare the suitability of a variety of everyday materials including woods, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	 <p>How can we grow our salad?</p> <p>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>How will 5 a day help me be healthy?</p> <p>Notice that animals including humans, have off spring 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 foods and hygiene.</p>		
History/ Geography	 <p>Why do we love to be beside the seaside?</p> <p>Name and locate the world's seven continents and five oceans. Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p>	 <p>What was it like when the Queen came to the throne in 1953?</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of national life in different periods. <i>Significant historical events, people and places in their own locality (Guy Fawkes, Remembrance Day)</i></p>	 <p>Would a Minion like to live in Menston?</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; describe a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	 <p>Where would you prefer to live: England or Africa?</p> <p>Name and locate the world's seven continents and five oceans. Understand the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p>	 <p>Why was Neil Armstrong a very brave explorer? (Include Tim Peake)</p> <p>Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of national life in different periods.</p>	 <p>Why did the Titanic sink?</p> <p>Events beyond living memory that are significant nationally or globally. Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use simple compass direction (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.</p>
Computing	Safeguarding Strand	Information Literacy Strand	Media Strand	Data Handling Strand	Computer Science Strand	All Strands – Assess and consolidate.

	<ul style="list-style-type: none"> -Know login details and passwords should only be shared with trusted adults. -Understand that they can be connected to many people in their life (real life and online). -Be polite and respectful when communicating & playing games online. -Talk to a trusted adult before sharing information about themselves online. -Know that some of the people they interact with online may not be who they say they are. 	<ul style="list-style-type: none"> -Identify information through a range of appropriate forms of media. -Recognise the layout of a web page and interact with it appropriately. -Search for information using child friendly search engines. 	<ul style="list-style-type: none"> -Make simple changes to improve the look and clarity of their work. -Organise and communicate ideas for a specific purpose using media. -Record, locate and review sounds and add them to their digital creations. -Add music and or a sound to affect the mood and atmosphere of their work. -Capture and create images in different graphic applications. Understand and create simple animations. 	<ul style="list-style-type: none"> -Represent information as a simple block graph or pictogram. -Organise and interpret data as a simple graph. -Sort and answer questions using yes/no answers. 	<ul style="list-style-type: none"> -Understand that real and virtual devices can be controlled by sequences of commands (algorithm). -Plan a set of commands to achieve a specific outcome. -Predict the outcome of an algorithm using logical reasoning. -Control devices through a series of commands (algorithm). Write, test and debug simple programs. -Understand the benefits of using technology beyond school. 	
E-Safeguarding	<p>Hector's World</p> <ul style="list-style-type: none"> -Know login details should only be shared with trusted adults. - Be polite and respectful when communicating & playing games online. - Know that some of the people they interact with online may not be who they say they are. - Talk to a trusted adult before sharing information about themselves online. 	<p>Staying Safe Online -</p> <p>https://www.common sense media.org/educators/lesson/staying-safe-online-k-2</p>	<p>Sharing Personal Information -</p> <p>https://esafety.gov.au/?from=cybersmart</p>			<p>Keep it Private –</p> <p>https://www.common sense media.org/educators/lesson/keep-it-private-k-2</p>
PSHE	<p><u>Relationships</u></p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p><u>Health and Wellbeing</u></p> <p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>	<p><u>Health and Wellbeing</u></p> <p>About managing change, including puberty, transition and loss</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>How to respond in an emergency</p> <p>To identify different influences on health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>	<p><u>Relationships</u></p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>How to respect equality and diversity in relationships.</p>	<p><u>Living in the wider world</u></p> <p>About respect for self and others</p> <p>The importance of responsible behaviours and actions</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>About different groups and communities</p> <p>To respect equality and to be a productive member of a diverse community</p>	<p><u>Living in the wider world</u></p> <p>About the importance of respecting and protecting the environment</p> <p>About where money comes from, keeping it safe, and the importance of managing it effectively</p> <p>How money plays an important part in people's lives</p> <p>A basic understanding of enterprise</p>
Art	<p>Colour wheels</p> <p>I can mix paint to create all the secondary colours.</p> <p>Under the sea pictures</p> <ul style="list-style-type: none"> -I can create tints with paint by adding white. -I can create tints with paint by adding black. 	<p>Sketch pictures of the Queen in black and white.</p> <ul style="list-style-type: none"> -I can use charcoal and pencil to create art. -I can choose and use 3 different grades of pencil when drawing. <p>Clay Diva Pots lined to Divali</p> <p>I can make clay pot.</p> <p>RE – Pastels Rangoli patterns</p> <p>I can use pastel to create art.</p>	<p>How can we create sketches/drawings from our photographs of special places in our village?</p> <ul style="list-style-type: none"> -I can use charcoal and pencil to create art. -I can choose and use 3 different grades of pencil when drawing. <p>RE precious things –viewfinders sketch prayer mat.</p> <ul style="list-style-type: none"> -I can use a viewfinder to focus on a specific part of an artefact before drawing it. 	<p>African masks</p> <ul style="list-style-type: none"> -I can create brown with paint. <p>How can you recreate African art? Children to look at the colour associated with African artists such as Martin Bulinya and recreate their own paintings in an African style.</p> <ul style="list-style-type: none"> -I can suggest how artists have used colour, pattern and shape. -I can create a piece of art in response to the work of another artist. <p>Colour wheels.</p> <ul style="list-style-type: none"> -I can mix paint to create all of the secondary colours. -I can make brown with paint. 	<p>Archimoido linked to healthy eating.</p> <ul style="list-style-type: none"> -I can use different effects with an IT paint package. <p>Pastels – fruit art</p> <ul style="list-style-type: none"> -I can use pastel to create art. <p>Space art</p> <ul style="list-style-type: none"> -I create a printed piece of art by pressing, rolling, printing and rubbing. 	<p>Clay Titanic tea cup</p> <ul style="list-style-type: none"> -I can make a clay pot. -I can join two clay finger pots together.
DT	<p>Children will design and make a lighthouse model.</p> <p>I can think of an idea and plan what to do next.</p> <p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can explain what went well with my work.</p> <p>I can measure materials to use in a model.</p>	<p>What would people have worn for this special occasion? Design and make an outfit/special dress.</p> <p>I can explain why I have chosen specific textiles.</p> <p>Coronation party – food technology</p> <p>I can describe the ingredients I am using.</p>	<p>Building models of places in Menston</p> <p>I can think of an idea and plan what to do next.</p> <p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can explain what went well with my work.</p> <p>I can measure materials to use in a model.</p>		<p>Fruit Salad</p> <p>I can describe the ingredients I am using.</p>	<p>3D shoe box model of inside the Titanic.</p> <p>I can think of an idea and plan what to do next.</p> <p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can explain what went well with my work.</p> <p>I can measure materials to use in a model.</p> <p>I can join materials and components in different ways.</p>
MFL	<p>Greetings</p> <p>Colours</p> <p>Saying how you are feeling</p> <p>Saying how old you are</p> <p>Brothers and sisters</p>	<p>Numbers to 20</p> <p>More expressions of feelings</p> <p>Days and months</p> <p>Familiar stories in French – The Gingerbread Man</p>	<p>La Fête Des Rois - Epiphany</p> <p>Birthdays and the calendar in French</p> <p>Mardi Gras – Shrove Tuesday</p>	<p>Familiar stories in French – Jacques et le haricot magique</p> <p>The weather</p> <p>Easter in France – les clothes</p>	<p>Healthy food and drink</p> <p>Likes and dislikes</p> <p>French food and drink</p> <p>Café role play</p>	<p>Clothes for hot and cold weather</p> <p>Holidays in France</p> <p>Le Tour de France</p> <p>Bastille Day</p>
Music	<p>Seasides</p> <p>Zadok the Priest (Handel)</p> <ul style="list-style-type: none"> -I can make connections between notations and musical sounds. -I can use symbols to represent sounds. <p>Seasonal Music (Harvest, Remembrance and Christmas)</p>		<p>Africa</p> <p>In the Hall of the Mountain King (Grieg)</p> <ul style="list-style-type: none"> -I can choose sounds which create an effect. -I can listen out for particular things when listening to music. <p>Seasonal Music – (Easter)</p>		<p>Space/Ocean</p> <p>Green Onions (Booker T Jones)</p> <ul style="list-style-type: none"> -I can perform simple patterns and accompaniments keeping a steady pulse. -I can play simple rhythmic patterns on an instrument. <p>Celebration Assembly (Moving on)</p>	
PE	<p>FOMS - Agility, balance and co-ordination</p> <p>FSS – Dance</p>	<p>FOMS - Agility, balance and co-ordination</p> <p>FMS - Jumping</p>	<p>FMS – Sending</p> <p>FMS - Receiving</p>	<p>FMS – Striking</p> <p>FSS - Gymnastics</p>	<p>FMS – Travelling</p> <p>FSS – Net and Wall</p>	<p>FSS – Athletics</p> <p>FSS – Striking and Fielding</p>

RE	Precious Things (Christianity, Hinduism)	Precious Things (Christianity, Hinduism)	TBC			
Outdoor learning	Geocaching – Seaside codes	1950s themed outdoor games (hopscotch, skipping, marbles, ball games) Habitats	Walk around Menston	Pond Dipping (Easter life cycles) Den Building	Pond Dipping Gardening (Growing fruit and veg) Den Building	Pond Dipping (Link to Bog Baby) Gardening (Growing fruit and veg) Den Building Bubble activity (from Outdoor book)
Curriculum enrichment	Punch & Judy show Local church visit (Harvest)	Coronation themed day – dressing up, party, Queen visitor. Yorkshire Wildlife Park (Habitats)	Jolly Postman to visit. Making Pancakes	Harlow Carr (Plants) Making Easter eggs	Eureka (Staying healthy) Chocolate investigations/baking.	I-Movie trailers and award ceremony Celebration of Learning