

# CLASS 2 Long Term Plan 2015 – 2016

Subject	Curriculum Content							
English	Reading, Writing, Spelling, Grammar and Punctuation:							
	Non Narrative: Write non-chronological reports Present information Write lists Write glossaries Write instructions x 2 Write recounts x 2			Narrative: Write stories that mimic significant authors x2 Write narrative diaries Write stories and plays that use the language of fairy tales and traditional tales x 2			Poetry: Write poems that use pattern, rhyme and description	
Maths	Number Place value	Number Addition & Subtraction	Number Multiplication & Division	Number Fractions	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	Statistics
Art	Develop Ideas				Take inspiration from the greats (classic & modern)			
	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>				<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>			
Computing	To code Bee Bots, Textease Turtle, Scratch		To communicate Textease Publisher, Paint Draw		To connect Internet Browsers		To collect Textease Database, Spreadsheet, Branch	
	<ul style="list-style-type: none"> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>		<ul style="list-style-type: none"> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul>		<ul style="list-style-type: none"> <li>Use weaving to create a pattern.</li> <li>Join materials using glue and/or a stitch.</li> <li>Use plaiting.</li> <li>Use dip dye techniques.</li> </ul>		<ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	
D&T	Cooking and Nutrition			Create Structures			Develop cutting and joining skills	
	<ul style="list-style-type: none"> <li>Use healthy and varied diet principles to prepare dishes.</li> <li>Understand where food comes from.</li> </ul>			<ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul>			<ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul>	
Geography	Geographical Knowledge			Compare area of UK and area of a non-European country			Local Area Fieldwork Study	
	<ul style="list-style-type: none"> <li>Four Countries &amp; Capitals of UK (name, locate and identify characteristics)</li> <li>7 Continents and 5 Oceans (name and locate)</li> </ul>			<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-EU country</li> </ul>			<ul style="list-style-type: none"> <li>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. (Extend to Thorp Arch &amp; Boston Spa...)</li> </ul>	
History	Events beyond living memory (national/global significance)			Significant events, people and places in locality OR Changes within living memory [Where appropriate, these should be used to reveal aspects of change in national life]			Lives of significant individuals in the past who have contributed to national and international achievements [Some should be used to compare aspects of life in different periods.]	
	<ul style="list-style-type: none"> <li>The Great Fire of London</li> <li>The first aeroplane flight</li> <li>Events commemorated through festivals or anniversaries</li> </ul>			<ul style="list-style-type: none"> <li>Elizabeth I and Queen Victoria</li> <li>Christopher Columbus and Neil Armstrong</li> <li>William Caxton and Tim Berners-Lee</li> <li>Pieter Bruegel the Elder and LS Lowry</li> <li>Rosa Parks and Emily Davidson</li> <li>Mary Seacole and/or Florence Nightingale and Edith Cavell</li> </ul>			<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	
Music	Musical Appreciation & Listening			Performance			Composition	
	<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>			<ul style="list-style-type: none"> <li>Use voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and un-tuned instruments musically.</li> </ul>			<ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> <li>Link two or more actions to perform a sequence.</li> <li>Choose movements to communicate a mood, feeling or idea.</li> </ul>	
PE	Games [at least twice a year]			Gymnastics [at least twice a year]			Dance [at least twice a year]	
	<ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</li> <li>Develop tactics.</li> <li>Lead others when appropriate.</li> </ul>			<ul style="list-style-type: none"> <li>Develop balance, agility and coordination and begin to apply these in a range of activities.</li> <li>Hold a position whilst balancing on different points of the body.</li> <li>Climb safely on equipment's.</li> <li>Stretch and curl to develop flexibility.</li> <li>Jump in a variety of ways and land with increasing control and balance.</li> </ul>			<ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> <li>Link two or more actions to perform a sequence.</li> <li>Choose movements to communicate a mood, feeling or idea.</li> </ul>	
PSHCE	New beginnings (Y1 OR Y2)		Getting On and Falling Out (Y1 OR Y2)		Going for Goals (Y1 OR Y2)		Good to be Me (Y1 OR Y2)	
	<ul style="list-style-type: none"> <li>Y1: Keeping the Body Healthy;</li> <li>Y2: Making Choices for a Healthy Life.</li> </ul>		<ul style="list-style-type: none"> <li>Y1: Making Friends;</li> <li>Y2: Taking Care of One Another;</li> <li>Anti-Bullying Week.</li> </ul>		<ul style="list-style-type: none"> <li>Y2: Making Choices for a Healthy Life.</li> </ul>		<ul style="list-style-type: none"> <li>Y1: Around the House OR 'Nothing';</li> <li>Y2: Medicines.</li> </ul>	
Relationships (Y1 OR Y2)	Changes (Y1 OR Y2)		Relationships (Y1 OR Y2)		Why should we care for the earth?		Who is an inspiring person?	
	<ul style="list-style-type: none"> <li>Y1: My World Near and Far;</li> <li>Y1: Looking after my Money;</li> <li>Y2: Transfer Work.</li> </ul>		<ul style="list-style-type: none"> <li>Y1: Myself and Others Feelings;</li> <li>Y2: Families.</li> </ul>		<ul style="list-style-type: none"> <li>Why should we care for the earth?</li> </ul>		<ul style="list-style-type: none"> <li>Who is an inspiring person?</li> </ul>	
Science	Working Scientifically							
	Animals including Humans (Y2) <i>Offspring grow into adults; Basic needs for survival; Exercise, Diet and Hygiene;</i>		Uses of Everyday Materials (Y2) <i>Suitability for use; Change shape – squash, bend, twist, stretch;</i>		Plants (Y2) <i>Seeds and bulbs grow into mature plants; Water, Light and Temperature = growth;</i>		Living Things and their Habitats (Y2) <i>Differences living and non-living things; Suited to habitats; Ecosystems; Identify and name living things; Food chains;</i>	