

# CLASS 2 Long Term Plan 2016-2017

Subject	Curriculum Content								
English	Reading, Writing, Spelling, Grammar and Punctuation:								
	<b>Non Narrative:</b> <ul style="list-style-type: none"> <li>Write instructions</li> <li>Write captions</li> <li>Write labels</li> <li>Write recounts</li> </ul>			<b>Narrative:</b> <ul style="list-style-type: none"> <li>Write stories and plays that use the language of fairy tales and traditional tales</li> <li>Write stories with imaginary settings</li> <li>Write stories that mimic significant</li> <li>Write stories set in places children have been</li> </ul>			<b>Poetry:</b> <ul style="list-style-type: none"> <li>Write nonsense and humorous poems and limericks</li> </ul>		
Maths	Number Place value	Number Addition & Subtraction	Number Multiplication & Division	Number Fractions	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	Statistics	
Art	<b>Develop Ideas</b> 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> <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>								
	<b>Drawing</b> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> </ul>		<b>Painting</b> <ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul>		<b>Collage</b> <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture.</li> </ul>		<b>Sculpture</b> <ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul>		
Computing	<b>To code</b> Bee Bots, Textease Turtle, Scratch		<b>To communicate</b> Textease Publisher, Paint Draw <ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>		<b>To connect</b> Internet Browsers <ul style="list-style-type: none"> <li>Participate in class social media accounts.</li> <li>Understand online risks and the age rules for sites.</li> </ul>		<b>To collect</b> Textease Database, Spreadsheet, Branch <ul style="list-style-type: none"> <li>Use simple databases to record information in areas across the curriculum.</li> </ul>		
	D&T	<b>Cooking and Nutrition</b> <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>		<b>Create Structures</b> <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>			<b>Develop cutting and joining skills</b> <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		<b>Geographical Knowledge</b> <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>		<b>Compare area of UK and area of a non-European country</b> 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		<b>Local Area Fieldwork Study</b> 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 & Boston Spa...)			
	<b>Map Skills &amp; Knowledge</b> <ul style="list-style-type: none"> <li>Simple maps with keys (aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple map; and use and construct basic symbols in a key)</li> <li>Use atlases</li> <li>Simple compass directions (N, E, S, W)</li> </ul>								
History	<b>Events beyond living memory (national/global significance)</b> <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>		<b>Significant events, people and places in locality OR Changes within living memory</b> [Where appropriate, these should be used to reveal aspects of change in national life]		<b>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.]</b> <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>				
	Music	<b>Musical Appreciation &amp; Listening</b> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>		<b>Performance</b> <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>		<b>Composition</b> <ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>			
PE		<b>Games [at least twice a year]</b> <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>		<b>Gymnastics [at least twice a year]</b> <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>		<b>Dance [at least twice a year]</b> <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	<b>New beginnings (Y1 OR Y2)</b> <ul style="list-style-type: none"> <li>Y1: Keeping the Body Healthy;</li> <li>Y2: Making Choices for a Healthy Life.</li> </ul>	<b>Getting On and Falling Out (Y1 OR Y2)</b> <ul style="list-style-type: none"> <li>Y1: Making Friends;</li> <li>Y2: Taking Care of One Another; Anti-Bullying Week.</li> </ul>	<b>Going for Goals (Y1 OR Y2)</b> <ul style="list-style-type: none"> <li>Y1: ;</li> <li>Y2: Making Choices for a Healthy Life.</li> </ul>	<b>Good to be Me (Y1 OR Y2)</b> <ul style="list-style-type: none"> <li>Y1: Around the House OR 'Nothing';</li> <li>Y2: Medicines.</li> </ul>	<b>Relationships (Y1 OR Y2)</b> <ul style="list-style-type: none"> <li>Y1: Myself and Others Feelings;</li> <li>Y2: Families.</li> </ul>	<b>Changes (Y1 OR Y2)</b> <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>		
RE		Where in the world? Talking about God: What do we think? Christmas		What can we learn from stories in the Bible and other sacred texts? Whole school activities during Week of Prayer for Christian Unity		Christian Festivals: Holy Week, Easter and Pentecost. Why do they matter?		Who is Jewish and what do they believe?	
	Science	<b>Working Scientifically</b>							
<b>Animals including Humans (Y2)</b> <i>Offspring grow into adults; Basic needs for survival; Exercise, Diet and Hygiene;</i>		<b>Uses of Everyday Materials (Y2)</b> <i>Suitability for use; Change shape – squash, bend, twist, stretch;</i>		<b>Plants (Y2)</b> <i>Seeds and bulbs grow into mature plants; Water, Light and Temperature = growth;</i>		<b>Living Things and their Habitats (Y2)</b> <i>Differences living and non-living things; Suited to habitats; Ecosystems; Identify and name living things; Food chains;</i>			