

CLASS 2 Long Term Plan 2017 – 2018

Subject	Curriculum Content							
Art	Develop ideas Great artists, architects and designers							
	Drawing		Printing			Textiles		
Computing	To code <i>Bee Bots, Textease Turtle, Scratch</i>	To communicate <i>Textease Publisher, Paint Draw</i>		To connect <i>Internet Browsers</i>		To collect Textease Database, Spreadsheet, Branch		
D&T	Cooking and Nutrition <ul style="list-style-type: none"> Use healthy and varied diet principles to prepare dishes. Understand where food comes from. 		Create Structures <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. 			Develop cutting and joining skills <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 		
English	Reading, Writing, Spelling, Grammar and Punctuation: Range of texts and genres including narrative, non-narrative and poetry							
Geography	Map Skills & Knowledge <ul style="list-style-type: none"> 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) Use atlases Simple compass directions (N, E, S, W) 	Geographical Knowledge <ul style="list-style-type: none"> Four Countries & Capitals of UK (name, locate and identify characteristics) 7 Continents and 5 Oceans (name and locate) 		Compare area of UK and area of a non-European country <p>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</p>		Local Area Fieldwork Study <p>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...)</p>		
History	Events beyond living memory (national/global significance) <ul style="list-style-type: none"> The Great Fire of London The first aeroplane flight Events commemorated through festivals or anniversaries 		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"> Elizabeth I and Queen Victoria Christopher Columbus and Neil Armstrong William Caxton and Tim Berners-Lee Pieter Bruegel the Elder and LS Lowry Rosa Parks and Emily Davidson Mary Seacole and/or Florence Nightingale and Edith Cavell 			
Maths	Number Place value	Number Addition & Subtraction	Number Multiplication & Division	Number Fractions	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	
Music	Musical Appreciation & Listening <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. 		Performance <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and un-tuned instruments musically. 			Composition <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		
Although these aspects of music are detailed separately, they should be taught in combination, as appropriate.								
PE	Games [at least twice a year] <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending. 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. Develop tactics. Lead others when appropriate. 		Gymnastics [at least twice a year] <ul style="list-style-type: none"> Develop balance, agility and coordination and begin to apply these in a range of activities. Hold a position whilst balancing on different points of the body. Climb safely on equipment's. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance. 			Dance [at least twice a year] <ul style="list-style-type: none"> Perform dances using simple movement patterns. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. 		
PSHE	New beginnings (Y1 OR Y2) <ul style="list-style-type: none"> Y1: Keeping the Body Healthy; Y2: Making Choices for a Healthy Life. 	Getting On and Falling Out (Y1 OR Y2) <ul style="list-style-type: none"> Y1: Making Friends; Y2: Taking Care of One Another; Anti-Bullying Week. 	Going for Goals (Y1 OR Y2) <ul style="list-style-type: none"> Y1: ; Y2: Making Choices for a Healthy Life. 	Good to be Me (Y1 OR Y2) <ul style="list-style-type: none"> Y1: Around the House OR 'Nothing'; Y2: Medicines. 	Relationships (Y1 OR Y2) <ul style="list-style-type: none"> Y1: Myself and Others Feelings; Y2: Families. 	Changes (Y1 OR Y2) <ul style="list-style-type: none"> Y1: My World Near and Far; Y1: Looking after my Money; Y2: Transfer Work. 		
RE	The Big Story – Understanding Christianity Resource from York Diocese	What is special about the church?	How do we show care for others?	Focus on Easter	Why should we care for the earth?	Who is an inspiring person?		
Science	Working Scientifically							
	Animals including Humans (Y2) <p><i>Offspring grow into adults; Basic needs for survival; Exercise, Diet and Hygiene;</i></p>	Uses of Everyday Materials (Y2) <p><i>Suitability for use; Change shape – squash, bend, twist, stretch;</i></p>		Plants (Y2) <p><i>Seeds and bulbs grow into mature plants; Water, Light and Temperature = growth;</i></p>		Living Things and their Habitats (Y2) <p><i>Differences living and non-living things; Suited to habitats; Ecosystems; Identify and name living things; Food chains;</i></p>		