

# CLASS 2 Long Term Plan 2018-2019

Subject	Curriculum Content							
Art	Develop ideas Great artists, artisans and designers							
	Drawing		Painting		Collage		Sculpture	
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 <i>Textease Database, Spreadsheet, Branch</i>	
D&T	Cooking and Nutrition • <i>Prepare dishes</i>		Explore and use mechanisms • <i>Wheels and axles</i> • <i>Wood and card</i> • <i>(eg. pull along car, pull along toy)</i>			Explore and use mechanisms • <i>Levers and sliders</i>		
English	Reading, Writing, Spelling, Grammar and Punctuation:							
	Non Narrative Write instructions Write captions Write labels		Narrative Write stories and plays that use the language of fairy tales and traditional tales		Poetry Write nonsense and humorous poems and limericks	Non Narrative Write recounts	Narrative Write stories with imaginary settings Write stories that mimic significant	Narrative Write stories set in places children have been
Geography	Map Skills & Knowledge • 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) <i>This will be taught throughout the following units of work.</i>		Geographical Knowledge • 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  <i>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</i>		Local Area Fieldwork Study  <i>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...)</i>	
History	Events beyond living memory (national/global significance) • <i>The Great Fire of London</i> • <i>The first aeroplane flight</i> • <i>Events commemorated through festivals or anniversaries</i>		Significant events, people and places in locality OR Changes within living memory <i>[Where appropriate, these should be used to reveal aspects of change in national life]</i>			Lives of significant individuals in the past who have contributed to national and international achievements <i>[Some should be used to compare aspects of life in different periods.]</i> • <i>Elizabeth I and Queen Victoria</i> • <i>Christopher Columbus and Neil Armstrong</i> • <i>William Caxton and Tim Berners-Lee</i> • <i>Pieter Bruegel the Elder and LS Lowry</i> • <i>Rosa Parks and Emily Davidson</i> • <i>Mary Seacole and/or Florence Nightingale and Edith Cavell</i>		
Maths	Number Place value	Number Addition & Subtraction	Number Multiplication & Division	Number Fractions	Measurement	Geometry Properties of Shapes	Geometry Position & Direction	Statistics
Music	Musical Appreciation & Listening • Listen with concentration and understanding to a range of high-quality live and recorded music.			Performance • Use voices expressively and creatively by singing songs and speaking chants and rhymes; • Play tuned and untuned instruments musically.		Composition • Experiment with, create, select and combine sounds using the inter-related dimensions of music.		
PE	Games	Gymnastics	Dance	Games	Gymnastics	Dance		
PSHE	Physical health and wellbeing Y1: Fun times Y2: What keeps me healthy?	Y1: Keeping safe and managing risks – feeling safe Y2: Mental health and emotional wellbeing - friendships	Y1: Identify, society and equality – Me and others Y2: Sex and relationship education – Boys and girls, families	Y1: Drug, alcohol and tobacco education – what do we put into and on to our bodies? Y2: Sex and relationship education – Boys and girls, families	Y1: Mental health and emotional wellbeing – feelings Y2: Keeping safe and managing risks – indoors and outdoors	Y1: Careers, financial capability and economic wellbeing Y2: Drug, alcohol and tobacco education – medicines and me		
RE	How should we care for the world and for others, and why does it matter? <i>(thematic unit that compares belief &amp; practices between different faiths &amp; beliefs)</i>	Why does Christmas matter to Christians? INCARNATION	Who is Jewish and how do they live?	Why does Easter matter to Christians? SALVATION	What makes some place sacred to believers? <i>(thematic unit that compares belief &amp; practices between different faiths &amp; beliefs)</i>	Who do Christians say made the world? CREATION		
Science	Working Scientifically (Y1/2)							
	Animals including Humans (Y2) <i>Offspring grow into adults; Basic needs for survival; Exercise, Diet and Hygiene;</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>		Uses of Everyday Materials and <b>Seasons</b> (Y1/2) <i>Suitability for use; Change shape – squash, bend, twist, stretch;</i>  <b>Must do lessons on seasons ready for KS1 assessment</b>	