

## YEAR 2 - LONG TERM PLANNING

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1 <sup>ST</sup> HALF	2 <sup>ND</sup> HALF	1 <sup>ST</sup> HALF	2 <sup>ND</sup> HALF	1 <sup>ST</sup> HALF	2 <sup>ND</sup> HALF
LITERACY	Stories with familiar settings	Poems with familiar settings Non-fiction information texts	Stories from other cultures; traditional stories Dictionaries, indexes and glossaries	Poetry, traditional stories Explanations and diagrams	Stories by children's authors Information books	Poetry including tongue twisters, riddles, humorous verse
NUMERACY	All aspects of Numeracy are covered each term. (See NNS framework and new numeracy strategy)					
SCIENCE	<b>Using Electricity</b> Concept of electricity, essential role, hazards, exploring and testing circuits.	<b>Forces and Movement</b> Extending children's understanding of how pushes and pulls affect movement and shape of objects.	<b>Grouping and Changing Materials</b> Distinguish between object and material made from. Test affects of heat and cooling.	<b>Health and Growth</b> Animals and humans grow and reproduce. Lifecycles. How we look after animals and ourselves.	<b>Variation</b> Grouping animals according to their similarities and differences.	<b>Plants and Animals in local environments</b> Learn about plants and animals in immediate environment.
ICT	<b>Creating Pictures</b> Develop visual ideas, using graphic package to explore and realise ideas. Identify ways to develop and improve work. Use simple tools – pen, fill, spray, flood fill in mark making, making amendments.		<b>Writing Stories: Communicating, information using text.</b> Use word to communicate messages. Write and correct and improve work. Saving text to work on later and edit.	<b>Routes: Controlling a floor turtle</b> To create, test, modify and store instructions to control the movements of a floor turtle. Programming skills, sequencing routes.	<b>Finding Information</b> To search for information held on a CD-Rom. Introduction to CD-ROM as a means of storing large amounts of information. Use menus, indexes, key words to search for pictures and gather information.	
HISTORY		<b>Why do we remember Florence Nightingale?</b> Look at her life, and what happened as a result of her work.		<b>Transport</b> Different modes of transport. Similarities and differences between then and now.	Topic will be taught as humananities topic	<b>What were seaside holiday like in the past?</b> Comarison between past and present. Develop understanding of chronology and ability to ask and answer questions.
GEOG	<b>Where in the world...</b> Using atlases, maps to locate England, United Kingdom and beyond our locality.		<b>An Island Home</b> Using the Katie Morag stories to develop understanding of geographical features. Compare with our locality.		<b>Going to the Seaside</b> Understand how seaside places have evolved over time.	

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<b>ART and DESIGN</b>	<p><b><u>Investigating Materials</u></b> Look at different materials and textures</p>		<p><b><u>Picture this!</u></b> Using a view finder to frame, draw and paint. Look at proportion</p>		<p><b><u>What is sculpture?</u></b> Identify materials used in sculptures. Make a sculpture using natural and man made material</p>	
<b>D&amp;T</b>		<p><b><u>Joseph's Coat</u></b> Focus on textiles. Use graphic program to design simple coat linked to story. Simple paper patterns and joining techniques.</p>		<p><b><u>Vehicles</u></b> Focus on mechanisms. Joining and combining sheet and reclaim materials and moving joints. Design and make own vehicle.</p>		<p><b><u>Winding up</u></b> Focus on mechanisms/structures. Discuss winding mechanisms and how they work. Design and construct a winding mechanism that works.</p>
<b>MUSIC</b>	<p>Hebrew singing Class music – using voice as instrument</p>	<p>Hebrew singing Class music – listening to variety of music. Composing the percussion instrument</p>	<p>Hebrew singing Class music –exploring duration-long/short notes; loud/quiet, high/low</p>	<p>Hebrew singing Class music – exploring instrumentation and notion composing</p>	<p>Hebrew singing Class music – tempo, timbre, pitch</p>	<p>Hebrew singing Class music –composing with instruments, tempo, pitch, timbre</p>
<b>P.E.</b>	<p>Swimming Gymnastics - Create simple sequences of 'unlike' actions. Transfer from floor to apparatus Dance.</p>	<p>Swimming Gymnastics – as before, To use skills and agilities individually, in combination and in sequence-showing control and precision.</p>	<p>Swimming Dance – Creating and performing short dances that communicate different moods, feelings and ideas. Games</p>	<p>Swimming Dance – as before Games</p>	<p>Swimming Games – Play games that demand simple choices and decisions. Learn ball skills, fielding etc</p>	<p>Swimming Games – as before</p>