

Long Term Plan - Year 2

	RULE BRITANNIA!		PIRATES!		WONDERFUL WORLD
SCIENCE	<p>I can do tests I can name and group I can communicate my ideas, what I do, and what I find out in a variety of ways I can ask questions and know they can be answered in different ways I can watch closely using equipment I can collect and record data to help answer questions I can explain that animals, including humans, have babies which grow into adults I can explain the needs of animals, including humans, for survival I can explain the importance of exercise, eating healthily and keeping clean</p>		<p>I can do tests I can name and group I can communicate my ideas, what I do, and what I find out in a variety of ways I can ask questions and know they can be answered in different ways I can watch closely using equipment I can collect and record data to help answer questions I can say why I would choose a material for a particular job I can explain how objects made from some materials can be changed I can explain the differences between things that are living, dead and things that have never been alive I can explain how animals get their food from plants and other animals using a simple food chain</p>		<p>I can do tests I can name and group I can communicate my ideas, what I do, and what I find out in a variety of ways I can ask questions and know they can be answered in different ways I can watch closely using equipment I can collect and record data to help answer questions I can explain how seeds and bulbs grow into plants I can describe how plants need water, light and a suitable temperature to grow and stay healthy I can explain that most living things live in habitats which suit them and depend on each other I can name some plants and animals in their habitats including micro-habitats</p>
RE	<p>Why is light an important symbol for Christians Jews and Hindus? <u>Christian, Jewish, Hindu</u> (Theology)</p>	<p>What does the nativity story teach Christians about Jesus? Christian</p>	<p>How do Christians belong to their faith family? <u>Christian</u> (Human / Social Sciences)</p>	<p>How do Jewish people celebrate Passover (Pesach)? <u>Jewish</u> (Human / Social Sciences)</p>	<p>Why do people have different views about the idea of God? <u>Multi/Humanist</u> (Philosophy)</p>
HISTORY	<p>I can show an awareness of the past, using common words and phrases relating to the passing of time I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods I can describe significant historical events, people and places locally I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods I can describe changes within living memory and aspects of change in national life I can describe events beyond living memory that are significant nationally or globally I can speak about how I have found out about the past I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p>		<p>I can use a wide vocabulary of everyday historical terms I can speak about how I have found out about the past I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented I can record what I have learned by drawing and writing I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events</p>		

GEOGRAPHY	<p>I can use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>I can name, locate and identify characteristics of the seas surrounding the United Kingdom</p>	<p>I can name and place the world's seven continents and five oceans</p> <p>I can use world maps, atlases and globes to identify the United Kingdom, continents and oceans studied</p> <p>I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>
MUSIC	<p>HARVEST FESTIVAL - BUMPER HARVEST (AUTUMN 1)</p> <p>I can sing a song in two parts</p> <p>I can practise, rehearse and perform music to an audience with confidence</p> <p>HO, HO, HO! (AUTUMN 2)</p> <p>I can listen to and understand different pieces of high quality live and recorded music</p> <p>I can understand that the words in a song can affect its melody</p> <p>I can find the pulse and internalise it in my head</p> <p>I can improvise a simple rhythm using different instruments including my voice</p> <p>I can play instruments using the correct techniques with respect</p>	<p>HANDS, FEET, HEART (SPRING 1)</p> <p>I WANNA PLAY IN A BAND (SPRING 2)</p> <p>I can understand that timbre describes the character or quality of a sound</p> <p>I can sing a song in two parts</p> <p>I can practise, rehearse and perform music to an audience with confidence</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>I can use tuned and untuned classroom percussion to compose and improvise</p> <p>I can use tuned and untuned classroom percussion to play accompaniments and tunes</p>	<p>ZOOTIME (SUMMER 1)</p> <p>FRIENDSHIP SONG (SUMMER 2)</p> <p>I can listen to and understand different pieces of high quality live and recorded music</p> <p>I can understand that the words in a song can affect its melody</p> <p>I can play instruments using the correct techniques with respect</p> <p>I can find the pulse and internalise it in my head</p> <p>I can improvise a simple rhythm using different instruments including my voice</p> <p>I can understand that timbre describes the character or quality of a sound</p> <p>I can use tuned and untuned classroom percussion to play accompaniments and tunes</p> <p>I can use tuned and untuned classroom percussion to compose and improvise</p> <p>I can practise, rehearse and perform music to an audience with confidence</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
A&D	<p>I can use a range of materials creatively to design and make products</p> <p>I can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>I know about the work of a range of artists, craft makers and designers</p> <p>I can describe the differences and similarities between different practices and disciplines, and make links to my own work</p>		

	<p>Sculpture and 3D: Clay houses - Autumn 2 Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p>	<p>Drawing: Tell a story - Spring 1 Using storybook illustration as a stimulus, children develop mark-making to explore a wider range of tools and experiment with texture to add detail to drawings.</p>	<p>Painting and mixed media: Beside the seaside ** TBC</p>	<p>Craft and design: Map it out - Summer 2 <i>I can create a collaborative artwork, inspired by maps, to represent the local area.</i> Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.</p>
DT	<p>PROJECT: SALAD I can understand the need for a variety of food in a diet I can understand that all food has to be farmed, grown or caught I can design useful, pleasing products for myself and other users based on a design brief I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT I can use a wider range of cookery techniques to prepare food safely</p>	<p>PROJECT: MOVING PICTURES I can design useful, pleasing products for myself and other users based on a design brief I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable I can safely measure, mark out, cut and shape materials and components using a range of tools I can explore and use mechanisms such as levers, sliders, wheels and axles in products</p>		<p>PROJECT: FABRIC FACES I can design useful, pleasing products for myself and other users based on a design brief I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT I can choose tools I would like to use and select materials based on my knowledge of their properties I can evaluate and assess existing products and those that I have made using a design criteria</p>
COMPUTING	<p>I can recognise how others use technology outside of school I can find, open, edit and save files I am working on I can use different software programs and discuss the benefits of their usage I know I need to keep my personal information private</p>	<p>I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm I can understand that programs run by following clear instructions</p>		<p>I can create a simple program to perform a task I can create and debug simple programs I can find and fix simple bugs in programs</p>
MFL	NON-STATUTORY IN KS1			

PE	<p>Sending/receiving</p> <p>I can roll a ball towards a target.</p> <p>I can track and receive a rolling ball.</p> <p>I can stop, send and receive a ball with your feet.</p> <p>I can develop throwing and catching skills.</p> <p>I can develop throwing and catching skills.</p> <p>I can send and receive a ball using a racket.</p>	<p>Ball skills</p> <p>I can roll a ball to hit a target.</p> <p>I can develop co-ordination and be able to stop a rolling ball.</p> <p>I can develop technique and control when dribbling a ball with your feet.</p> <p>I can develop control and technique when kicking a ball.</p> <p>I can develop co-ordination and technique when throwing and catching.</p> <p>I can develop control and co-ordination when dribbling a ball with your hands.</p> <p>I can roll a ball to hit a target.</p>	<p>Yoga</p> <p>I can copy and repeat yoga poses.</p> <p>I can develop an awareness of strength when completing yoga poses.</p> <p>I can develop an awareness of flexibility when completing yoga poses.</p> <p>I can copy and remember actions linking them into a flow.</p> <p>I can create a flow and teach it to a partner.</p> <p>I can explore poses and create a yoga flow.</p>	<p>Net & Wall</p> <p>I can defend space, using the ready position.</p> <p>I can develop control when handling a racket.</p> <p>I can develop racket and ball skills.</p> <p>I can develop sending a ball using a racket.</p> <p>I can develop placing the ball.</p> <p>I can develop playing over a net.</p>	<p>Fitness</p> <p>I can understand how to run for longer periods of time without stopping.</p> <p>I can develop co-ordination and timing when jumping in a long rope.</p> <p>I can develop individual skipping.</p> <p>I can take part in a circuit to develop stamina and agility</p> <p>I can explore exercises that use your own body weight.</p> <p>I can develop 'ABC,' agility, balance and co-ordination.</p>	<p>Strike/field (Cricket)</p> <p>I can roll a ball to a target.</p> <p>I can track a rolling ball quickly to limit a batter's score.</p> <p>I can develop accuracy in underarm throwing and consistency in catching when fielding a ball.</p> <p>I can develop overarm throwing.</p> <p>I can develop striking a ball with my hand and equipment</p> <p>I can retrieve a ball when fielding.</p> <p>I can understand how to get a batter out.</p> <p>I can develop decision making and understand how to score points.</p>
	<p>Dance</p> <p>I can repeat, link and choose actions.</p> <p>I can create actions and accurately copy other's actions.</p> <p>I can copy, remember and repeat actions using facial expressions to show different characters.</p> <p>I can perform in unison creating shapes with a partner.</p> <p>I can mirror a partner and create ideas.</p> <p>I can copy, repeat and create actions in response to a stimulus.</p> <p>I can copy, create and perform actions considering dynamics.</p> <p>I can create a short dance phrase with a partner showing clear changes of speed.</p>	<p>Gymnastics</p> <p>I can perform gymnastic shapes and link them together.</p> <p>I can use shapes to create balances.</p> <p>I can link travelling actions and balances using apparatus.</p> <p>I can demonstrate different shapes, take off and landings when performing jumps.</p> <p>I can develop rolling and sequence building.</p> <p>I can develop sequence work on apparatus.</p> <p>I can perform gymnastic shapes and link them together.</p>	<p>Invasion</p> <p>I can understand what being 'in possession' means.</p> <p>I can develop passing to a teammate with your feet.</p> <p>I understand who to pass to and why when playing against a defender.</p> <p>I can develop throwing to a teammate.</p> <p>To support a teammate when in possession.</p> <p>I can move into space showing an awareness of defenders.</p> <p>I can develop dodging and use it to lose a defender.</p> <p>I can stay with a player when defending.</p>	<p>Target games</p> <p>I can develop underarm throwing towards a target for accuracy.</p> <p>I can explore overarm throwing towards a target.</p> <p>I can develop throwing for accuracy with an underarm and overarm throw.</p> <p>I can develop throwing for distance and accuracy.</p> <p>I can select the correct technique for the situation.</p> <p>I can develop throwing for accuracy and distance under pressure.</p>	<p>Athletics</p> <p>I can develop the sprinting action.</p> <p>I can develop rhythm and balance in running over obstacles.</p> <p>I can develop agility and co-ordination.</p> <p>I can develop jumping for distance.</p> <p>I can develop technique when jumping for height.</p> <p>I can develop technique when taking part in an athletics carousel.</p>	<p>Teamwork</p> <p>I can follow instructions and work with others.</p> <p>I can develop communication skills when working with a partner.</p> <p>I can co-operate and communicate in a small group to solve challenges.</p> <p>I can create a plan with a group to solve the challenges.</p> <p>I can communicate effectively and develop trust.</p> <p>I can work as a group to solve problems.</p>

