

Long Term Year Plan Year 2

	AT1	AT2	SP1	SP2	SU1	SU2
Science Taught every year for Y2	Plants <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	Living things and their habitats <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for 	What things are made of <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	Recap previous learning- including working scientifically <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. 		

		<p>survival (water, food and air)</p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 				
Computing	<p>Year A:</p> <p>Computing skills: <u>NC objective:</u></p> <ul style="list-style-type: none"> Use technology purposefully to manipulate and retrieve digital content. Use technology safely and respectfully <p>E-safety focus: <u>Safe:</u></p> <p>Discuss pictures that may be taken while wearing uniforms and telling passwords etc.</p>	<p>Year A:</p> <p>Word Processing Skills: <u>NC objective:</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. <p>E-safety focus: <u>Safe:</u></p> <p>Only given trusted people personal information – full name, email address, phone number, home address, school names</p>	<p>Year A:</p> <p>Painting: <u>NC objective:</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use logical reasoning to predict the behaviour of simple programs. <p>E-safety focus: <u>Meeting:</u></p> <p>Discuss meetings people that you have met on the internet.</p>	<p>Year A:</p> <p>Programming Toys: <u>NC objective:</u></p> <ul style="list-style-type: none"> Understand what algorithms are and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Understand how [algorithms] are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. <p>E-safety focus: <u>Accepting:</u></p> <p>Accepting images, pictures, texts, calls and pop ups from you don't know or trust as they may contain a virus.</p>	<p>Year A:</p> <p>Using and Applying: <u>NC objective:</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>E-safety focus: <u>Reliable:</u></p> <p>Is the information you are reading reliable?</p>	<p>Year A:</p> <p>Presentation Skills: <u>NC objective:</u></p> <p>Year A:</p> <ul style="list-style-type: none"> To use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>E-safety focus: <u>Tell:</u></p> <p>Telling people if you see something you are unsure about on the internet.</p> <p>Who should you tell?</p>

RE	Christianity- Harvest Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Islam- Milad un Nabi Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Islam-Jumu'ah Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Buddhism-Losar Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Buddhism- Esala Perahera Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?	Hinduism- Navratri Key questions: Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are sometimes special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?
Music	Hey You! Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music.	N/A	In The Groove Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music.	N/A	Your Imagination Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music.	N/A
PE	Dance Pupils should be taught to master basic movements including running and jumping. Pupils should develop balance, agility and co-ordination, and begin to apply these in a range of activities Pupils should perform dances using simple movement patterns.	Gymnastics Pupils should be taught to master basic movements including running and jumping. Pupils should develop balance, agility and co-ordination, and begin to apply these in a range of activities	Games – invasion – football, netball, basketball etc. Pupils should be taught to master basic movements including running, jumping, throwing and catching. They should participate in team games, developing simple tactics for attacking and defending.	Games - net and well e.g. tennis, badminton, volleyball. Pupils should be taught to master basic movements including running, jumping, throwing and catching. They should participate in team games, developing simple tactics for attacking and defending.	Games – striking and fielding e.g. rounders, cricket. Pupils should be taught to master basic movements including running, jumping, throwing and catching. They should participate in team games, developing simple tactics for attacking and defending.	Athletics - sports day prep Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Pupils should participate in team games, developing simple tactics for attacking and defending
PSHCE	Being Me in My World <ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Learning charter Owning the charter 	Celebrating Difference <ul style="list-style-type: none"> Boys and girls Why does bullying happen? Standing up for myself and others Making a new friend 	Dreams and Goals <ul style="list-style-type: none"> Goals to success My learning strengths Learning with others A group challenge Celebrating achievement 	Healthy me <ul style="list-style-type: none"> Being healthy Being relaxed Medicine safety Healthy eating 	Relationships <ul style="list-style-type: none"> Families Keeping safe- physical contact Friends and conflict Secrets Trust and appreciation 	Changing Me <ul style="list-style-type: none"> Life cycles in nature Growing from young to old Changing me Boys and girls bodies Assertiveness

		<ul style="list-style-type: none">• Celebrating difference and still being friends• Celebrating difference across the world			<ul style="list-style-type: none">• Special relationships	<ul style="list-style-type: none">• Looking ahead
--	--	--	--	--	---	---