

Y2	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
The me	Amazing Animals		Vehicles		It's Summer Time!	
English	<p>The Tiger who came to tea The tiger who lost his stripes Characters, descriptions, settings, writing own stories</p> <p>Zoo Lab visit Writing non-chronological reports/leaflets, internet research</p>	<p>Poetry – ‘Wings’ and ‘See me Walking’ Poetry exploration, rhyming words and patterns, oral rehearsal, writing own stanza</p> <p>Diary of a Killer Cat Character descriptions, retelling a story</p> <p>Aesop’s Fables Speech, comparing stories, planning and writing a fable</p>	<p>Mrs. Armitage on Wheels Predicting, designing and labelling, writing own version of a story</p> <p>Instructions Instructional writing – possibly on riding a bike or building some lego vehicles</p>	<p>Train Museum Visit Either Shildon or York visit – writing a diary from a train journey</p> <p>Poetry – Car Trip Poetry exploration, rhyming words and patterns, oral rehearsal, writing own stanza</p> <p>Michael Recycle Character exploring and creation</p>	<p>The Lighthouse Keeper’s Lunch Character exploring, predicting, setting descriptions</p> <p>St Mary’s Lighthouse visit Recount of a trip. Instructions on how to use a lighthouse</p>	<p>The Twits Character exploring, predicting, setting descriptions, writing own sections of story, comprehension</p> <p>Chocolate and Gross things from head to toe Healthy eating leaflets, research and fact file making.</p>
Maths	<p>Number – place value</p> <p>Addition and subtraction</p> <p>Money</p> <p>Problem solving</p>	<p>Multiplication and division</p> <p>Statistics</p> <p>Measurement – length and height</p> <p>Problem solving</p>	<p>Shapes and their properties</p> <p>Fractions</p> <p>Problem solving</p>	<p>Position and direction</p> <p>Time</p> <p>Revision and SATS preparation</p> <p>Problem solving</p>	<p>Using efficient methods</p> <p>Problem solving</p>	<p>Weight, volume and temperature</p> <p>Problem solving</p>

Science	<u>Animals including humans</u>	<u>Use of everyday materials</u>	<u>Plants</u>
	<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 survival (water, food and air) 	<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 different uses. - Compare how different things move on different surfaces. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<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.
	<p style="text-align: center;"><u>Living things and their habitats</u></p> <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 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 different sources of food. 	<p style="text-align: center;"><u>Working Scientifically</u></p> <ul style="list-style-type: none"> - Asking different questions and recognising that they can be answered in different ways. - Observing closely, using 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. (Testing vehicles on different surfaces) 	<p style="text-align: center;"><u>Animals including humans</u></p> <ul style="list-style-type: none"> - Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene. <p style="text-align: center;"><u>Working Scientifically</u></p> <ul style="list-style-type: none"> - Asking different questions and recognising that they can be answered in different ways. - Observing closely, using 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. (Plant themed experiments)

Computing	<p><u>IT – Information Technology</u> An Introduction to Typing</p> <ul style="list-style-type: none"> - Know that multimedia includes sound, text and graphics and that it can be stored in different locations. - Know that ICT can be used to communicate ideas in different ways. (E.g. text, images, tables, sound). 	<p><u>Digital Literacy</u> Follow the Digital Trail</p> <ul style="list-style-type: none"> - Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it. 	<p><u>Computing</u> Coding (Using toys to understand algorithms)</p> <ul style="list-style-type: none"> - Write programmes that accomplish specific goals. - Use sequences in programs - Use repetition in programs. - Understand that trial and error and prediction are important skills when controlling devices to achieve a specific outcome.
	<p><u>Digital Literacy</u> Staying Safe Online</p> <ul style="list-style-type: none"> - Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them 	<p><u>IT – Information Technology</u> Information Handling Using Databases</p> <ul style="list-style-type: none"> - Understand that ICT can be used to sort items and information. - Understand and describe how ICT makes it quick and easy to add and change data. - Sort and classify a group of items by asking simple yes/no questions. - Use a branching database program to sort and identify items. 	<p><u>Digital Literacy</u> Sights that I like</p> <ul style="list-style-type: none"> - Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information.

History/ Geography	<p>Geography - Human and Physical Geography – use geographical vocab when describing habitats eg beach, forest etc. Seasons – hibernation / hot and cold areas of the world – (Equator, North & South Poles.) / indigenous species</p>	<p>History - Events from beyond living memory - Who was here before me? Dinosaurs!</p>	<p>Geography - Locational Knowledge – 7 continents and 5 oceans Geographical Skills and Fieldwork – using simple compass directions and simple maps – perhaps linked to journeys of vehicles?</p>	<p>History - Lives of significant individual's national/international, possible comparison of aspects of life – The First Aero plane – Wright Brothers – how this helped to explore the world!</p>	<p>Geography - Place Knowledge - Holidays in the UK and non-European country (e.g Sri Lanka – school link). Focus on similarities and differences. Food and Nutrition - Where does food come from? / healthy diets (links to Science Health and Geography food miles / eco awareness)</p>	<p>History- Changes within living memory and events beyond living memory – Holidays now and then! Lives of significant individuals national/international – Grace Darling - lifeboats</p>
Art/ DT	<p>Sculpture, drawing and painting – making mini-beasts/animals possible papier mache</p>	<p>Textiles/Puppets – make an animal puppet to link with an English theme</p>	<p>Mechanisms – Make a moving vehicle – use of wooden wheels and doweling</p>	<p>Drawing – observational drawings of vehicles</p>	<p>Seascapes – Creating a Seascape based on our trip to St Marys lighthouse</p>	<p>Food and Nutrition – Where does food come from? How to stay healthy Linked with our World Café Event</p>
PE	<p>Gymnastics – Families of Actions (L1/2)</p> <p>Games – Ten Point Hoops (L1)</p>	<p>Games – Bean Bag Throw (L1)</p> <p>Fundamental Movement Skills</p>	<p>Dance – Cat Dance (L1/2)</p> <p>Games – Piggy in the Middle (L1/2)</p>	<p>Dance – How does it feel?</p> <p>Gymnastics – Unit 2 Task 2 (L2, apparatus)</p>	<p>Games – Net/Wall Mini Tennis</p> <p>O+A – Gone Fishing (L1/2)</p>	<p>Games – Kick Rounders</p> <p>Athletics – Sports Day/Quad Kids Prep Core task – Throw/Jump L1/2</p>
PSHCE	<p>New Beginnings</p>	<p>Getting on and Falling out</p>	<p>Good to be me</p>	<p>Going for Goals</p>	<p>Relationships</p>	<p>Changes</p>
RE	<p>Why is the Bible special to Christians? What can we learn about the life of St Cuthbert?</p>	<p>How and why is light importance at Christmas?</p>	<p>What does it mean to belong in Christianity?</p>	<p>How do Christians celebrate Easter?</p>	<p>How do Buddhists show their beliefs? How are these same/different to Christianity?</p>	

Cleves Cross Primary School – Long Term Plan

School Curric.	Y2 – Mini buddies Anti-Bullying week Rights respecting morning Zoolab	Christmas Journey @ Methodist Church	Trip to railway museum	Rights respecting morning	Den day St Mary's Lighthouse	Rights Respecting morning
School Events	Harvest Festival Macmillan coffee morning Disco	Switch off fortnight Carol Singing Christmas performance Pantomime trip	Waste Week	Easter egg competition	Cleves Cross has got talent Summer fair	Quad kids Sports day Summer performance Beach trip