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| **MARLFIELDS PRIMARY ACADEMY – LONG TERM PLANNING YEAR 2 Links to National Curriculum objectives** | | | |
| **SUBJECTS** | **All Creatures Great and Small** | **Inventors and Explorers** | **Plants, People and Places** |
| **Science** | **All Creatures Great and Small**  **Y2 Living things and their habitat**   1. explore and compare the differences between things that are living, dead, and things that have never been alive 2. 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 3. identify and name a variety of plants and animals in their habitats, including micro-habitats 4. 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   **Mary Anning**  **Charles Darwin** | **Inventors and Explorers**  **Y2 Uses of everyday materials**   1. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 2. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching   **Leonardo Da Vinci**  **Julie Brusaw**  **John Loudon McAdam** | **Plants, People and Places** **(Congleton and Beyond)**  **Y2 Plants**   1. observe and describe how seeds and bulbs grow into mature plants 2. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy   **Carolus Linnaeus**  **Y2 Animals including humans**   1. notice that animals, including humans, have offspring which grow into adults 2. find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 3. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
| **Working Scientifically**  **Scientific Attitudes** | Experimental skills and investigation   * asking questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * gathering and recording data to help in answering questions.   Analysis and evaluation   * Using their observations and ideas to suggest answers to questions.   Measurement   * Use standard units when taking measurements   They can use <see, touch, smell, hear or taste> to help them answer questions and work out ways in which to do this.  They can use some scientific words to describe what they have seen and measured.  They can compare several things.  They carry out a simple fair test.  They can explain why it might not be fair to compare two things.  They can say whether things happened as they expected.  They can suggest how to find things out  They can use prompts to find things out.  They can organise things into groups and suggest more than one way of grouping. | | |
| **History** | **All Creatures Great and Small**  *The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods*  *Dinosaurs to Darwin*  *Mary Anning*  *Charles Darwin*  **Chronological Understanding**  **-**use words and phrases like: before I was born, when I was younger.  -use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning.  -use the words ‘past’ and ‘present’ accurately.  -use a range of appropriate words and phrases to describe the past.  - sequence a set of events in chronological order and give reasons for their order  **Knowledge and Interpretation**  -recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.  **Historical Enquiry**  - answer questions by using a specific source ,such as an information book.  -research the life of a famous Briton from the past using different resources to help them. | **Inventors and Explorers**  Changes within living memory/ inventions (link to Victorians industrialisation. )  Significant individuals  Christopher Columbus  Leonardo Da Vinci  **Chronological Understanding**  **-**use words and phrases like: before I was born, when I was younger.  -use the words ‘past’ and ‘present’ accurately.  -use a range of appropriate words and phrases to describe the past.  - sequence a set of events (inventions) in chronological order and give reasons for their order  - try to work out how long ago an event happened.  **Knowledge and Interpretation**  - give examples of things that are different in their life from that of their grandparents when they were young?  **Historical Enquiry**  -find out something about the past by talking to an older person.  • answer questions by using a specific source, such as an information book. | **Plants, People and Places** **(Congleton and Beyond)**  Significant historical events- locally  Mary Seacole, Florence Nightingale and Rosa Parkes.  **Chronological Understanding**  -explain how their local area was different in the past  -sequence a set of events in chronological order and give reasons for their order  - sequence events about the life of a famous person  **Knowledge and Interpretation**  - recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.  **-**Can they recount some interesting facts from an historical events.  - explain what is meant by a parliament (link to John Bradshaw(Congleton ), Oliver Cromwell and Civil War.  **Historical Enquiry**  -find out something about the past by talking to an older person.  - answer questions by using a specific source, such as an information book.  - research the life of someone who used to live in their area using the Internet and other sources to find out  -research the life of a famous Briton from the past using different resources to help them.  -research about a famous event that happens in Britain and why it has been happening for some time? |
| **Geography** | **All Creatures Great and Small**  **Geographical Enquiry**  -use world maps, atlases and globes to  identify the countries, continents and  oceans – LINK TO DARWIN  -label a diagram or photograph using some geographical words (PANGEA)  **Physical Geography**  \*describe some of the features associated with an island (GALAPAGOS)  •describe the key features of a place, using words like, beach, coast forest, hill, mountain.  **Human Geography**  explain how the jobs people do may be different in different parts of the world.  **Geographical Knowledge**  Name and locate the world’s seven continents and five oceans (LINK TO DINOSAURS – PANGEA )  -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  -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. (LYME REGIS MAP) | **Inventors and Explorers**  **Geographical Enquiry**  -use world maps, atlases and globes to  identify the countries, continents and  oceans (Link to Columbus, Marco Polo, Leonardo Da Vinci)  **Physical Geography**  describe a place outside Europe using geographical words  **Human Geography**  explain how the jobs people do may be different in different parts of the world.  **Geographical Knowledge**  - find the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  --use simple compass directions (North,  South, East and West) and locational and  directional language [for example, near  and far; left and right], to describe the  location of features and routes on a map. | **Plants, People and Places**  **Geographical Enquiry**  \*use world maps, atlases and globes to identify the countries, continents and oceans  \*find out about a locality by using different sources of evidence  • find out about a locality by asking some relevant questions to someone else  •Can they say what they like and don’t like about their locality and another locality like the seaside.  **Physical Geography**  \*describe some physical features of their own locality.  • explain what makes a locality special  •describe some places which are not near the school?  **Human Geography**   |  | | --- | | \*describe some human features of their own locality, such as the jobs people do.  • explain how the jobs people do may be different in different parts of the world.  •Explain how people can spoil the area.  •Expalin how people try to make the area better.  •Explain what facilities a town or village might need. |   **Geographical Knowledge**  Use basic geographical vocabulary to refer  to: key human features, including: city,  town, village, factory, farm, house, office,  port, harbour and shop. |
| **Computing** | **WHAT IS A COMPUTER**  \* Learning about inputs and outputs and how they are used in algorithms.  \* Understanding what a computer is and the role of individual components.  **WORD PROCESSING**  \* Using word processing software to type and reformat text.  \* Understanding the importance of staying safe online. | **PROGRAMMING SCRATCH JR**  \* Creating and debugging simple programs.  \* Using logical reasoning to predict the behaviour of simple programs.  \* Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  \* Using technology purposefully to create, organise, store, manipulate and retrieve digital content.  **ALGORITHMS & DEBUGGING**  \* Creating and debugging simple programs.  \* Using logical reasoning to predict the behaviour of simple programs.  \* Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. | **INTERNATIONAL SPACE STATION**  \* Using technology to create and label images and to put data into a spreadsheet.  \* Consider inputs and outputs to understand how sensors work.  **STOP MOTION**  # Using technology purposefully to create, organise, store, manipulate and retrieve digital content  \* Understanding how to use tablets or computers to take photos. |
| **ART**Knowledge  -to be able to link colours of natural and man-made objects  -to be able to say how other artist/craft maker/designer have used colour, pattern and shape  -to be able to create a piece of work in response to another artist’s work | Print and Collage  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Knowledge & Skills  -to be able to create a print using pressing, rolling, rubbing and stamping  -to be able to create a print like a designer  -to be able to create individual and group collages  -to be able to use different kinds of materials on their collage and explain why they have chosen them  -to be able to use repeated patterns in their collage  Topic:  All creatures great and small  Artists:  Henri Rousseau  Suggested lessons:  -Print animals seen in the artist’s work  -Create a collage of a creature. | 3D and Drawing  to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Knowledge & Skills  -to be able to make a clay pot  -to be able to join two finger pots together  -to be able to add line and shape to their work  -to be able to use three different grades of pencil in their drawing  -to be able to use charcoal, pencil and pastels  -to be able to create different tones using light and dark  -to be able to show patterns and texture in their drawings  Topic:  Inventors and explorers  Artists:  Davinci  Suggested lessons:  -Create a drawing inspired by Davinci’s work.  -Mona Lisa portraits.  -Create a 3d clay sculpture inspired by Davinci | Painting and textiles  to use a range of materials creatively to design and make products  about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  Knowledge & Skills  -to be able to mix paint to create all the secondary colours  -to be able to mix and match colours and predict outcomes  -to be able to mix their own brown  -to be able to make tints by adding white  -to be able to make tones by adding black  -to be able to join fabric using glue  -to be able to sew fabrics together  Topic:  Plants, People and Places (Congleton and Beyond)  Artists:  Giuseppe Arcimboldo  Suggested lessons:  -Print onto textiles using plants and fruits inspired by Arcimbolodo’s work.  -Paint and focus on skills linked to class read |
| **DT** | Design/Make /Model/Select  **During this topic pupils complete a variety of DT projects linked to the theme of ‘All creatures Great and Small’.**   1. **Create a diorama of an animal habitat (links to science and geography)** 2. **Cooking skills baking- dinosaur biscuits and fossil prints.** 3. **Link to RE- St Nicholas (stockings and gingerbread).**   **Create a photo frame and evaluate.**  \*design purposeful, functional, appealing products for themselves and other users based on design criteria  \* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Make – select tools and materials . Practical tasks: cutting, shaping, joining and finishing.  Evaluate - explore and evaluate a range of existing products  - evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable | Design/Make /Model/Select  Main DT focus- build a Roly Poly Toy.  Parent Event – Mr Grindling’s light house  \*design purposeful, functional, appealing products for themselves and other users based on design criteria  \* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Make - select tools and materials . Practical tasks: cutting, shaping, joining and finishing.  Evaluate - explore and evaluate a range of existing products  Evaluate evaluate their ideas and products against design criteria  Technical knowledge -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | Design/Make /Model/Select  TOPIC Plants People and Places  (Theme for DT- Place: The fair- designing a ferris wheel. )  Children recap how wheels work, evaluate existing big wheels and create a design for their own fairground wheel  \*design purposeful, functional, appealing products for themselves and other users based on design criteria  \* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Make – select tools and materials . Practical tasks: cutting, shaping, joining and finishing.  Evaluate - explore and evaluate a range of existing products  - evaluate their ideas and products against design criteria  Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable |
| **Music** | *\*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.*  **Charanga Unit** | *\*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.*  **Charanga Unit** | *\*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.*  **Charanga Unit** |
| **PE** | **Games – Ball Skills**  **and**  **Targets**   * To use hitting and rolling in a game. * To decide the best space to be in during a game. * To follow rules. * To copy and remember actions * To repeat and explore actions with control and coordination   **Dance – Enrichment Day**   * To change rhythm, speed, level and direction in a dance. * To dance with control and coordination. * To make a sequence by linking sections together. * To use dance to show a mood or feeling. | **Gymnastics**   * To plan and perform a sequence of movements * To improve a sequence based on feedback * To think of more than one way to create a sequence which follows some ‘rules’ * To work on their own and with a partner. * To copy and remember actions * To repeat and explore actions with control and coordination   **Games – Net and Wall**   * To use hitting in a game. * To decide the best space to be in during a game. * To follow rules. * To copy and remember actions * To repeat and explore actions with control and coordination | **Games – Sports Day Preparation**  **&**  **Team Games**   * To use hitting, kicking and rolling in a game. * To decide the best space to be in during a game. * To use one tactic in a game. * To follow rules. * To copy and remember actions * To repeat and explore actions with control and coordination |
| **RE**  **Cheshire East Scheme** | 1:1 about special books, both personal and religious, hear a range of stories from them and talk about their meetings  1:12 some stories told in different religious traditions about the natural world considering some of the questions they raise to which there may be no universally agreed answers. Pupils should be helped to recognise that adults are often unsure about the answers to ultimate questions  1:14 to recognise how people are thankful for the earth’s resources  **Christianity Unit 1**  Expressing meaning Introduction to the Bible What makes a book special? Is the Bible to other books? Do I have a special book?  **Christianity Unit 1**  Practice and ways of life Jesus’ Early Life & Ministry Christmas Stories around the World Why/how is Christmas celebrated in different ways? | 1:11 about relationships, considering their own experience, including unhappy times  1:12 some stories told in different religious traditions about the natural world considering some of the questions they raise to which there may be no universally agreed answers. Pupils should be helped to recognise that adults are often unsure about the answers to ultimate questions  1:13 about how and why religious people show care and concern for each other  **Christianity Unit 1**  Values and commitments Jesus the Storyteller What does it mean to be lost? Does the story of the lost sheep & other stories teach us anything?  **Christianity Unit 1**  Meaning purpose and truth Easter Modern customs What did the people on Palm Sunday expect of Jesus? How do Christians celebrate Easter? | 1:3 to recognise some of the groups to which they belong in their home and school life and what makes these groups special. They should listen to and talk with people who belong to a faith community about how belonging affects their life  1:3 to recognise some of the groups to which they belong in their home and school life and what makes these groups special. They should listen to and talk with people who belong to a faith community about how belonging affects their life  1:12 some stories told in different religious traditions about the natural world considering some of the questions they raise to which there may be no universally agreed answers. Pupils should be helped to recognise that adults are often unsure about the answers to ultimate questions  **Judaism Unit 1**  Identity diversity and belonging Jewish Concept of God What do Jews say God is like? Why is Shabbat an important day for Jews?  **Judaism Unit 1**  Beliefs, teachings and sources Jewish Stories What is the most important part of the Joseph story & Why? Does the story teach us anything? |
| **PSHCE** | **Families and friendships**  Making friends; feeling lonely and getting  help  PoS Refs: R6, R7 R8, R9, R24  **Safe relationships**  Managing secrets; resisting pressure  and getting help; recognising hurtful  behaviour  PoS Refs: R11, R12, R14, R18, R19, R20  **Respecting ourselves and others**  Recognising things in common and  differences; playing and working  cooperatively; sharing opinions  PoS Refs: R23, R24, R25 | **Belonging to a community**  Belonging to a group; roles and  responsibilities; being the same and  different in the community  PoS Refs: L2, L4, L5, L6  **Media literacy and Digital resilience**  The internet in everyday life; online  content and information  PoS Refs: L8, L9  **Money and Work**  What money is; needs and wants;  looking after money  PoS Refs: L10, L11, L12, L13, L15 | **Physical health and Mental wellbeing**  Why sleep is important; medicines and  keeping healthy; keeping teeth healthy;  managing feelings and asking for help  PoS Refs: H4, H6, H7, H16, H17, H18,  H19, H20  **Growing and changing**  Growing older; naming body parts;  moving class or year  PoS Refs: H20, H25, H26, H27  **Keeping safe**  Safety in different environments; risk  and safety at home; emergencies  PoS Refs: H29, H30, H31, H32, H33,  H35, H36, H27 |
| **MFL –**  **French** | **Amazing animals**  **Listening & responding**  Understand simple questions & statements  Do you have a pet? Yes, I have a cat.  What animal is this? I like….  Revisit greetings and extend to include what is your name? my name is…..  Revise numbers to 5  **Speaking**  Respond to questions  Name common animals/ pets  **Reading & responding**  Read single words – chat, chien etc (with visual clues)  **Writing**  Copy single words linked to animals - make a simple dictionary of animals  **Culture**  Which pets are popular in France?  Create a poster for a new class pet. | **Take a Trip**  **Listening & responding**  Understand and respond to simple questions and statements  Where do you live? I live….In a town called…, in England…in the country side….my address is…..Do you like this place?  **Speaking**  Name and describe places using set phrases- France is… in France they have.. Paris is…..In Paris….  Give simple responses to what they see and hear  **Reading & responding**  Read aloud simple words linked to places (with visual clues)  **Writing**  Complete phrases by inserting correct word to describe France/Paris/where they live  **Culture**  What is it like in France/ Paris?  Make a class tour guide. | **French People**  **Listening & responding**  Understand and respond to simple questions and statements  Who is in your family? In my family…. I have a brother/ sister etc.  **Speaking**  Name and describe people using set phrases  Count songs and rhymes to 10  Give simple responses to what they see and hear  **Reading & responding**  Read aloud simple words and phrases sometimes from memory  **Writing**  Chose the right word to complete a sentence  Label an image of a family  **Culture**  What games do French children play?  Learn a new game |