

Long Term Plan - Year B

Years 1 & 2

	A Street Through Time	Alive and Kicking	Carnival of the Animals	'Mini' topics
English	<p>Peace at Last by Jill Murphy Whatever Next by Jill Murphy Narrative Write stories set in places pupils have been. Non – fiction Write glossaries – Great Fire of London.</p>	<p>Non-fiction Present information Write recounts – Florence Nightingale</p>	<p>Where the wild things are by Maurice Sendak Rumble in the jungle and commotion in the ocean by Giles Andrea Narrative Write stories with imaginary setting. Non fiction Write non-chronological reports. Poetry Write nonsense and humorous poems and limericks. – There was an Old Lady who Swallowed a fly.</p>	
Maths	See long term plan	See long term plan	See long term plan	
Science	<u>To work Scientifically</u>	<u>To work Scientifically</u>	<u>To work Scientifically</u>	Seasons – To be

	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions <p><u>To understand electrical circuits</u></p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit. 	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions <p><u>To understand animals and humans</u></p> <ul style="list-style-type: none"> • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. 	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions <p><u>To understand animals and humans</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Investigate and describe 	<p>covered each term as the seasons change.</p> <p><u>To understand the Earth's movement in space</u></p> <ul style="list-style-type: none"> • Observe the apparent movement of the Sun during the day. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. <p><u>To understand movement, forces and magnets</u></p> <ul style="list-style-type: none"> • Observe the apparent movement of the Sun during the day. • Observe changes across the four seasons. • Observe and describe weather associated with the
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Computing	Year 2 T1 – Fix and find it	Year 2 T3 – Shapes and safety	Year 2 T2 – Animal Trumps	
Geography	<p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 		<p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of 	

	<ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • Identify land use around the school. <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office and shop. 		<p>a location in order to say whether it is a city, town, village, coastal or rural area.</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name and locate the world's continents and oceans. <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 	
History	<p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> • Observe or handle 	<ul style="list-style-type: none"> • 		

	<p>evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. 			
D+T	<p><u>To master practical skills</u></p> <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, 	<p><u>To master practical skills</u></p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook 	<p><u>To master practical skills</u></p> <ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, 	

	<p>cutting, folding and curling).</p> <ul style="list-style-type: none"> • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>Construction</p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. 	<p>ingredients</p> <p><u>To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. 	<p>adding sequins or printing).</p>	
Art	<p><u>To master techniques</u></p> <p>Sculpture</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, 	<p><u>To master techniques</u></p> <p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<p><u>To master techniques</u></p> <p>Textiles</p> <ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	

	<p>moulding and carving.</p> <p><u>To take inspiration from the greats (classic and modern)</u></p> <ul style="list-style-type: none">• Describe the work of notable artists, artisans and designers.• Use some of the ideas of artists studied to create pieces.	<p>Print</p> <ul style="list-style-type: none">• Use repeating or overlapping shapes.• Mimic print from the environment (e.g. wallpapers).• Use objects to create prints (e.g. fruit, vegetables or sponges).• Press, roll, rub and stamp to make prints.		
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