



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

# YEAR TWO LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p>NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING &amp; BEHAVIOUR FOR LEARNING</i></p>	<p><b>UP, UP AND AWAY</b></p> <p>Animals around the world Continents and oceans Traditional Tales - <i>Inside the Villains</i> Moving vehicles</p>	<p><b>GLOBAL INSPIRATIONS</b></p> <p>Stories from other cultures - Pattan's pumpkin <i>All aboard for the Bobo road</i> Biographies Black History Month Yayoi Kusama - Dot artwork</p>	<p><b>CHINA</b></p> <p>Chinese New Year The Great Race story Dragons Food - tasting chinese food, making simple foods Animals around the world Comparison between UK and Non-European place Stories with familiar settings - <i>Mr Majeika</i></p>	<p><b>THE GREAT FIRE</b></p> <p>The Great Fire of London Guy Fawkes Festival of Light Fire safety Firefighters then and now Diary writing Poetry</p>	<p><b>MARVELLOUS MEDICINE</b></p> <p>Nurses Wartime Safety around medicine Healthy Humans Exercise and balanced diets Observing, drawing and sculpting humans</p>	<p><b>ENCHANTED WOODLAND</b></p> <p>Plants and growth Gardening Maps and aerial photographs of the school grounds and local areas Stories by the same author - <i>Anthony Browne</i> School Trip to Brockholes</p>

<p>POSSIBLE TEXTS</p>	<p>Traditional Tales - <i>Jack and the Baked beanstalk</i> Non-Fiction Non chronological report Big Cats Little People, Big Dreams David Attenborough - <i>Non-Fiction</i> How to help a hedgehog and protect a polar bear (13 different habitats) - <i>Non-Fiction</i></p>	<p><i>David Attenborough Little People Big Dreams</i> <i>Greta Thunberg</i></p>	<p>Stories with familiar settings - <i>Mr Majeika</i> How to catch a dragon - Caryl Hart <i>Non-Fiction Instructions</i></p>	<p>Great fire of London - <i>Non-fiction text</i> Toby and the great fire of London <i>-Narrative</i> The Bonfire at Night - Enid Blyton -<i>Classic Poetry</i> London's burning rhyme - <i>Nursery Rhyme</i></p>	<p>George's Marvellous Medicine - Roald Dahl  Zog and the Flying Doctors - <i>Stories with a repetitive pattern</i>  Florence Nightingale and Mary Seacole -<i>Non-Fiction non-chron reports and information</i></p>	<p>The enchanted wood - Enid Blyton Stories by the same author - <i>Anthony Browne stories e.g. Gorilla , Willy and the cloud, What if?</i> Ten Seeds (seed dispersal) - <i>Non-Fiction Explanation</i></p>
<p>THEME DAYS AND ENRICHMENT WEEKS</p>	<p>Remembrance Day Harvest Time Roald Dahl Day Maths Week</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week</p>	<p>Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week</p>	<p>Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt</p>	<p>Start of Ramadan Eid D-Day</p>	<p>Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day</p>

<p>ASSESSMENT OPPORTUNITIES</p>	<p>Formative assessment Baseline opportunities in Phonics, Maths and Writing Half termly assessments in</p>	<p>Half termly assessments in Phonics, English and Maths Mock SAT's Papers for Reading, SPAG and maths</p>	<p>Half termly assessments in Phonics, English and Maths</p>	<p>Half termly assessments in Phonics, English and Maths Mock SAT's Papers for Reading, SPAG and maths</p>	<p>Half termly assessments in Phonics, English and Maths Resit Phonics Screening Statutory Assessment</p>	<p>End of year summative assessments in English and Maths</p>
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	Phonics, English and Maths				SAT's for reading, SPAG and maths	
<b>PARENTAL INVOLVEMENT</b>	Friday Open Afternoon Meet the Teacher Reading workshop	Friday Open Afternoon Nativity Maths workshop Parents Evening Book at Bedtime	Friday Open Afternoon Writing workshop Share a story Stay and Read morning	Friday Open Afternoon Parents Evening Art workshop / Gallery Share a story	Friday Open Afternoon Share a story Maths Morning – Look how far we have come!	Friday Open Afternoon Share a story Parents Evening Parent's Picnic

<b>BRITISH VALUES</b>	<b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	<b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.  Mutual tolerance of those with different faiths and beliefs and for those without faith.	<b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	<b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<b>Recap all British Values</b>  Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.  Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
<b>PSHE</b>	<b>Keeping</b>	<b>Valuing</b>	<b>Being my</b>	<b>Rights and</b>	<b>Me and my</b>	<b>Growing and</b>

	<p><b>Safe</b></p> <p>Safe and unsafe secrets</p> <p>Appropriate touch</p> <p>Medicine safety</p>	<p><b>differences</b></p> <p>Being kind and helping others</p> <p>Celebrating difference</p> <p>People who help us</p> <p>Listening Skills</p>	<p><b>best</b></p> <p>Growth Mindset</p> <p>Looking after my body</p> <p>Hygiene and health</p> <p>Exercise and sleep</p>	<p><b>respect</b></p> <p>Cooperation</p> <p>Self-regulation</p> <p>Online safety</p> <p>Looking after money – saving and spending</p>	<p><b>relationships</b></p> <p>Bullying and teasing</p> <p>Our school rules about bullying</p> <p>Being a good friend</p> <p>Feelings/self-regulation</p>	<p><b>changing</b></p> <p>Life cycles</p> <p>Dealing with loss</p> <p>Being supportive</p> <p>Growing and changing</p> <p>Privacy</p>
	<p><b>Relationships</b> Children can explain different ways that family and friends should care for one another.</p> <p><b>Health and well being</b> Children can make simple choices about some aspects of their health and wellbeing and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p> <p><b>Living in the wider world</b> Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p>					

<p><b>ENGLISH</b></p> <p><b>WORD</b></p> <p><b>READING,</b></p> <p><b>COMPREHENSION,</b></p> <p><b>DEVELOPING A</b></p> <p><b>PASSION FOR</b></p>	<p><b>Phonics</b> <b>Phase 5c</b> <b>consolidation</b> <b>No-Nonsense</b> <b>Spelling Scheme</b> <b>(Phase 6)</b></p>	<p><b>Phonics</b> <b>No-Nonsense</b> <b>Spelling Scheme</b> <b>(Phase 6)</b></p>	<p><b>Phonics</b> <b>No-Nonsense</b> <b>Spelling Scheme</b> <b>(Phase 6)</b></p>	<p><b>Phonics</b> <b>No-Nonsense</b> <b>Spelling Scheme</b> <b>(Phase 6)</b></p>	<p><b>Phonics</b> <b>No-Nonsense</b> <b>Spelling Scheme</b> <b>(Phase 6)</b></p>	<p><b>Phonics</b> <b>No-Nonsense</b> <b>Spelling Scheme</b> <b>(Phase 6)</b></p>
	<p>■ Colour LAPS Reading Planning for Progressi... See LAP 1 Year Two</p>	<p>■ Colour LAPS Reading Planning for Progressi... See LAP 2 Year Two</p>		<p>■ Colour LAPS Reading Planning for Progressio... See LAP 3 Year Two</p>		

<b>READING</b> Children will visit the library weekly			
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	<p><b>Narrative:</b> Traditional tales with a twist  <b>Non-Fiction:</b> Non chronological report  <b>Poetry:</b> Animal Riddles  <b>WAC:</b> Diary entry  <i>Letter home</i>  <i>Setting description</i></p>	<p><b>Narrative:</b> Stories from other cultures  <b>Non-Fiction:</b> Meerkat Christmas (Postcards)  <b>WAC:</b> <i>Weather report from around the world</i></p>	<p><b>Narrative:</b> Stories with familiar settings  <b>Non-Fiction:</b> Instructions/persuasive advert  <b>WAC:</b> <i>Postcard from China</i></p>	<p><b>Narrative:</b> Animal stories  <b>Non-Fiction:</b> Diary writing  <b>Poetry:</b> Classic Poems  <b>WAC:</b> <i>Historical recount/biography of The Great Fire</i></p>	<p><b>Narrative:</b> <i>Stories by the same author</i>  <b>Non-Fiction:</b> Non-Chronological reports/information leaflets  <b>WAC:</b> <i>Non-Chronological report about staying healthy</i></p>	<p><b>Narrative:</b> Stories with repetitive patterns  <b>Non-Fiction:</b> Explanations  <b>WAC:</b> <i>A leaflet for an area of interest from fieldwork</i></p>
<b>WRITING</b>	<p>📁 Mono LAPS Writing Planning for Progre...          See LAP 1 Year Two</p> <ul style="list-style-type: none"> <li><a href="#">W Y2 Traditional Tales with a Twist.docx</a></li> <li><a href="#">W Y2 Non-chronological reports.docx</a></li> <li><a href="#">W Y2 Poems with a Structure- Riddles.docx</a></li> </ul>		<p>📁 Mono LAPS Writing Planning for Progr...          See LAP 2 Year Two</p> <ul style="list-style-type: none"> <li><a href="#">W Y2 Stories with Familiar Settings.docx</a></li> <li><a href="#">W Y2 Instructions.docx</a></li> <li><a href="#">W Y2 Animal Adventure Stories.docx</a></li> <li><a href="#">W Y2 Classic Poems.docx</a></li> </ul>		<p>📁 Mono LAPS Writing Planning for Progre...          See LAP 3 Year Two</p> <ul style="list-style-type: none"> <li><a href="#">W Y2 Stories by the Same Author1.docx</a></li> </ul>	

<b>MATHS</b>	<p>GUIDED REASONING WILL BE PLANNED FOR EVERY FRIDAY RELATED TO THE OBJECTIVES LEARNT DURING THE WEEK WITH A FOCUS ON USING MATHEMATICAL LANGUAGE, PROBLEM SOLVING AND REASONING. OPPORTUNITIES TO PRACTICE SAT'S STYLE QUESTIONS TO BE PLANNED FOR DURING THIS TIME.</p>
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	<p><b>Place Value</b> -Recognise the place value of each digit in a two-digit number (10s, 1s) -Read and write numbers to at least 100 in numerals and in words -Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p><b>Addition and Subtraction</b> -Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 -Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers</p>	<p><b>Fractions</b> -Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p> <p><b>Measurement</b> -Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels -Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p><b>Properties of Shapes</b> -Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a</p>	<p><b>Place Value</b> -Identify, represent and estimate numbers using different representations, including the number line -Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p><b>Addition and Subtraction</b> -Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods</p> <p><b>Position and Direction</b> -Order and arrange combinations of mathematical objects in patterns</p>	<p><b>Statistics</b> -Interpret and construct simple pictograms, tally charts, block diagrams and tables. -Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. -Ask and answer questions about totalling and comparing categorical data.</p> <p><b>Multiplication and Division</b> -Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot. -Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication</p>	<p><b>Place Value</b> -Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward -Use place value and number facts to solve problems.</p> <p><b>Addition and Subtraction</b> -Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. -Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p><b>Properties of Shapes</b> -Identify 2-D shapes on the surface of 3-D shapes. -Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p><b>Fractions</b> -Write simple fractions, for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><b>Measurement</b> -Compare and sequence intervals of time -Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. -Know the number of minutes in an hour and the number of hours in a day.</p> <p><b>Problem Solving</b> -All objectives covered.</p>
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	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>-Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>-Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> </ul>	<p>vertical line</p> <ul style="list-style-type: none"> <li>-Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> </ul>	<p>and sequences.</p> <ul style="list-style-type: none"> <li>-Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul>	<p>and division facts, including problems in contexts.</p> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>-Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>-Find different combinations of coins that equal the same amounts of money.</li> <li>-Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul>		
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<p><b>SCIENCE</b></p>	<p>DURING YEARS 1 AND 2, PUPILS SHOULD BE TAUGHT TO USE THE FOLLOWING PRACTICAL SCIENTIFIC METHODS, PROCESSES AND SKILLS THROUGH THE TEACHING OF THE PROGRAMME OF STUDY CONTENT: 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>
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	<p><b>Animals, including humans</b>  <b>Focus on Animals</b>  Pupils should be taught to:  -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)</p> <p><b>In this unit children will:</b>  <b>1.Be able to explain that animals have offspring which grow into adults.</b>  <b>2.Be able to talk about the changes of young animals to adults.</b>  <b>3.Be able to identify the basic needs of animals.</b>  <b>4.Be able to talk about why animals need water, food and air to survive.</b></p>	<p><b>Living things and their habitats</b>  Pupils should be taught to:  -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> <p><b>In this unit children will:</b>  <b>1.Be able to give examples of things that are living, dead and have never been alive.</b>  <b>2.Be able to compare things that are living, dead and have never been alive and talk about ways to identify them.</b>  <b>3.Be able to explain what a habitat is.</b>  <b>4.Be able talk about the habitats that particular animals and plants live in and how they are suited to them.</b>  <b>5.Be able to identify microhabitat and talk about how it is different to a habitat.</b>  <b>6.Understand that animals get their food from plants and other animals.</b>  <b>7.Be able to complete a simple food chain.</b></p>	<p><b>Uses of everyday materials</b>  Pupils should be taught to:  - 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.</p> <p><b>In this unit children will:</b>  <b>1.Be able to describe the properties of different everyday materials.</b>  <b>2.Be able to identify which materials suit a</b></p>	<p><b>Animals, including humans</b>  <b>Focus on Humans</b>  Pupils should be taught to:  -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)  -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>In this unit children will:</b>  <b>1.Be able to explain that humans have offspring which grow into adults.</b>  <b>2.Be able to talk about the changes of babies to adults.</b>  <b>3.Be able to identify the basic needs of humans and talk about why they need water, food and air to survive.</b>  <b>4.Be able to describe the importance of exercise and its effects on the body.</b>  <b>5. Be able to talk about a healthy balanced diet and the importance of good hygiene.</b></p>	<p><b>Plants</b>  Pupils should be taught to:  -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> <p><b>In this unit children will:</b>  <b>1.Be able to describe how seeds or bulbs grow into mature plants.</b>  <b>2.Be able to use simple tests to find out how plants need water, light and a suitable temperature to grow.</b>  <b>3.Be able to describe what happens to plants that are not kept</b></p>
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			<p>particular purpose and confirm this using simple tests.</p> <p>3.Be able to test and discuss how some solid materials can be changed.</p>		<p>in the correct environment to grow.</p>
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<h1>GEOGRAPHY AND HISTORY</h1>	<p>Geography - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>History - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>					
	<p><b>Geography</b>  <b>Locational knowledge</b>          -name and locate the world's seven continents and five oceans  <i>Locating areas of the world and what its is like to live there throughout the year - focus on other places in the world.</i></p> <p><b>Geography: Style of maps</b>          - find land/sea on globe.          Use teacher drawn base maps.          Use large scale OS maps.          Use Google maps.          Scale/ Distance - begin to spatially match places (e.g recognise UK on a small scale and larger scale maps)  <b>Using maps</b> - Use an infant</p>	<p><b>History</b>          Pupils should be taught about:          -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  <i>David Attenborough and Greta Thunberg</i></p> <p><b>History: Range &amp; depth of historical knowledge</b> - recognise why people did things, why events happened and</p>	<p><b>Geography</b>  <b>Place knowledge</b>          -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  <i>Learn about a small province in China</i></p> <p><b>Geography: Geographical enquiry</b> - children encouraged to ask simple geographical</p>	<p><b>History</b>          Pupils should be taught about:          -changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.          -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  <i>The Great Fire of London</i></p> <p><b>History: Chronological understanding</b> - sequence artefacts</p>	<p><b>History</b>          Pupils should be taught about:          -changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.          -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  <i>Florence Nightingale and Mary Seacole</i>  <i>Wartime medicine</i></p> <p><b>History: Historical enquiry</b> - Use a source to answer questions about the past on the basis of simple</p>	<p><b>Geography</b>  <b>Human and Physical Geography</b>          Pupils should be taught:          -Basic geographical vocabulary to refer to:          -Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather          -Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

	<p>map to locate places. <b>Map knowledge</b> - Identify significant places and environments. Identify locations and discuss what has been previously learnt.</p> <p><b>In this unit, pupils will be taught:</b> 1 - To understand what a continent is and name all seven. 2 - To know the difference between a sea and an ocean and name all five. 3 - To locate the seven continents and five oceans on a map/globe. 4 - Understand key geographical features of each continent and their relative sizes. 5 - To know which continent we live in.</p>	<p>what happened as a result. Identify differences between ways of life at different times.</p> <p><b>In this unit, pupils will be taught:</b> 1 - To know key events from David Attenborough's life. 2- To know key events from Greta Thunberg's life. 3 - Why are these two individuals significant? 4 - What differences can you identify between David Attenborough and Greta Thunberg's lives? 5 - How have David Attenborough and Greta Thunberg influenced life today?</p>	<p>questions; Where is it? What's it like? Use books, stories, atlases, pictures/photos and the internet as sources of information. Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places.</p> <p><b>In this unit, pupils will be taught:</b> 1 - To locate China on a World Map. 2 - To research what life is like in Beijing. 3 - To compare what life is like in Beijing and Warton. 4 - To learn about Chinese culture and compare this to British culture. 5 - To learn about key geographical features in Beijing.</p>	<p>closer together in time. Sequence photographs from different periods of their life. Describe memories of key events in their own and other's lives. <b>Interpretation of history</b> - compare two versions of a past event. Compare pictures and photographs of people and events in the past.</p> <p><b>In this unit, pupils will be taught:</b> 1 - Where do these events fit on our timeline? 2 - Why were these events significant? 3 - How can we find out about them? 4 -Who was involved? Where did it take place? 5 - Did things change as a result of these events?</p>	<p>observations.</p> <p><b>In this unit, pupils will be taught:</b> 1 - To know who Florence Nightingale was and when she was alive. 2- To know who Mary Seacole was and when she was alive. 3 - Why are these two individuals significant? 4 - To compare aspects of life in different periods for the two women. 5 - How have Florence Nightingale and Mary Seacole influenced life today?</p>	<p><b>Geography:</b> <b>Fieldwork:</b> Observing and labelling key human and physical features.</p> <p><b>In this unit, pupils will be taught:</b> 1 - What are the key physical features of a countryside? 2 - What are the key physical features of a city? 3 - What are the key physical features of the seaside? 4 - To draw a map of our local coast line. 5 - To follow a route on a map.</p>
	<p>Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why? Diwali Hannukah Christmas</p>	<p>What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong? Eid Shavuot</p>	<p>What is special about our world? Summer Solstice</p>

<h1>MUSIC</h1>	<p>KEY STAGE 1 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.</p>
	<p><b>Hullabaloo Scheme of work</b>  <b>WHOLE-SCHOOL-SATELLITE-VIEW-1.pdf</b></p>

<h1>ART AND DESIGN TECHNOLOGY</h1> <p><i>Children to produce a piece of artwork each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others.</i></p>	<p><b>Design and Technology</b>  Design- design purposeful, functional, appealing products for themselves and other users based on design criteria  Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Evaluate  -evaluate their ideas and products against design criteria  Technical knowledge  -explore and use</p>	<p><b>Art and Design</b>  Pupils should be taught:  -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.   <i>Andy Goldsworthy - collage at Forest School.</i>   <b>Collage - Experiments with creating mood, feelings and movement.</b></p>	<p><b>Design and Technology</b>  Food  Design  -design purposeful, functional, appealing products for themselves and other users based on design criteria  Make  -select from and use a range of tools and equipment to perform practical tasks for example, cutting.  Evaluate  -explore and evaluate a range of existing products  evaluate their ideas and products against</p>	<p><b>Design and Technology</b>  Design  -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Make  -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p><b>Art and Design</b>  Pupils should be taught:  -to use a range of materials creatively to design and make products  -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.   <i>Sculptures of humans</i></p>	<p><b>Art and Design</b>  Pupils should be taught:  -to use drawing and painting 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.   <i>Drawings of landscapes (school grounds or local areas).</i>   <b>Printing - Explore images by recreating</b></p>
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	<p>mechanisms,wheels and axles, in their products.</p> <p><i>Vehicles to explore the world, including a vehicle with wheels and axles.</i></p> <p><b>In this unit children will:</b></p> <ol style="list-style-type: none"> <li>1.Explore and create prototypes of wheels and axles in different products.</li> <li>2.Design and label a vehicle using a design criteria.</li> <li>3.Use a range of tools and materials to create a moving vehicle.</li> <li>4.Evaluate their model against the design criteria.</li> </ol>	<p><b>Textiles - Weaving using strong wool through card and paper. Use colours to create pattern.</b></p> <p><b>Evaluating - Identify what they would do different next time. Generate a written evaluation.</b></p> <p><b>In this unit children will:</b></p> <ol style="list-style-type: none"> <li>1.Explore the work of Andy Goldsworthy sharing their opinions and exploring the materials/techniques used.</li> <li>2.Explore replicating Andy Goldsworthy collages using the same materials and techniques.</li> <li>3.Use the work of Andy Goldsworthy to inspire a piece of artwork and talk about the techniques they have used.</li> </ol>	<p>design criteria</p> <p><i>Chinese food -no bake Spring Rolls</i></p> <p><b>Working with tools - Follow safe procedures for food safety and hygiene.</b></p> <p><b>In this unit children will:</b></p> <ol style="list-style-type: none"> <li>1.Evaluate existing products and say what they like or dislike about them.</li> <li>2.Plan and design a Spring roll using a given design criteria.</li> <li>3.Use chopping, grating, rolling and peeling techniques.</li> <li>4.Evaluate their product against the design criteria.</li> </ol>	<p>-Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><i>Make an insulated sandwich bag (sewing)</i></p> <p><b>In this unit children will:</b></p> <ol style="list-style-type: none"> <li>1.Design a sandwich bag, create a mock up and talk through their ideas with others.</li> <li>2.Choose appropriate materials after evaluating effectiveness of each against the design criteria.</li> <li>3.Use running stitch to join the material together.</li> <li>4.Evaluate their product against the design criteria.</li> </ol>	<p><b>3D work - Able to create texture and specific effects using a range of tools.</b></p> <p><b>Evaluating - Identify what they would do differently next time. Generate a written evaluation.</b></p> <p><b>In this unit children will:</b></p> <ol style="list-style-type: none"> <li>1.Use drawing, painting and sculpture to plan their end product.</li> <li>2.Decide which materials they will use to create their sculpture.</li> <li>3.Create textures and detail using a range of tools.</li> <li>4. Evaluate their work saying what they would do differently next time.</li> </ol>	<p>texture using wallpaper, string, polystyrene.</p> <p><b>Drawing - Uses line and tone (light/dark lines) in drawings that show a controlled range of marks.</b></p> <p><b>Painting - Represents things observed, remembered or imagined using colour.</b></p> <p><b>Colour - Mix colours and know which Primary Colours make Secondary Colours.</b></p> <p><b>In this unit children will:</b></p> <ol style="list-style-type: none"> <li>1. Use drawing and painting to plan their landscape.</li> <li>2.Experiment with different materials to print.</li> <li>3.Mix colours and be able to identify which primary colours make secondary colours.</li> <li>4.Use lines and tone to add details to the landscape.</li> </ol>
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<h1>COMPUTING</h1>	<p>KEY STAGE 1 PUPILS SHOULD BE TAUGHT TO: UNDERSTAND WHAT ALGORITHMS ARE: HOW THEY ARE IMPLEMENTED AS PROGRAMS ON DIGITAL DEVICES: AND THAT PROGRAMS EXECUTE BY FOLLOWING PRECISE AND UNAMBIGUOUS INSTRUCTIONS CREATE AND DEBUG SIMPLE PROGRAMS USE LOGICAL REASONING TO PREDICT THE BEHAVIOUR OF SIMPLE PROGRAMS, USE TECHNOLOGY PURPOSEFULLY TO CREATE, ORGANISE, STORE, MANIPULATE AND RETRIEVE DIGITAL CONTENT, RECOGNISE COMMON USES OF INFORMATION TECHNOLOGY BEYOND SCHOOL USE TECHNOLOGY SAFELY AND RESPECTFULLY, KEEPING PERSONAL INFORMATION PRIVATE: IDENTIFY WHERE TO GO FOR HELP AND SUPPORT WHEN THEY HAVE CONCERNS ABOUT CONTENT OR CONTACT ON THE INTERNET OR OTHER ONLINE TECHNOLOGIES.</p>
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	<p><b>Purple Mash</b> <b>Unit 2.1 Coding</b> <i>Create and debug simple programs.</i> <b>Computer Science</b> To explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. To create a simple program that achieves a specific purpose. They can also identify and correct some errors. To identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.</p>	<p><b>Purple Mash</b> <b>Unit 2.2 Online Safety</b> <i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i> <b>Computer Science</b> To know the implications of inappropriate online searches. Children begin to understand how things are shared electronically.</p>	<p><b>Purple Mash</b> <b>Unit 2.3 Spreadsheets</b> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> <b>Information Technology</b> To demonstrate an ability to organise data using, for example, a database. <b>Unit 2.5 Effective Searching</b> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</i> <b>Digital Literacy</b> To effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond</p>	<p><b>Purple Mash</b> <b>Unit 2.4 Questioning</b> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> <b>Information Technology</b> To demonstrate an ability to organise data using, for example, a database.</p>	<p><b>Purple Mash</b> <b>Unit 2.6 Creating pictures</b> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> <b>Information Technology</b> To demonstrate an ability to organise data using, for example, a database. <b>Unit 2.7 Making Music</b> <b>Use technology</b> <i>purposefully to create, organise, store, manipulate and retrieve digital content.</i> <b>Information Technology</b> To demonstrate an ability to organise data using, for example, a database.</p>	<p><b>Purple Mash</b> <b>Unit 2.8</b> <i>Presenting ideas</i> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> <b>Information Technology</b> To demonstrate an ability to organise data using, for example, a database.</p>
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			the classroom. They can share this knowledge.			
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<h1>PHYSICAL EDUCATION</h1>	<p>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 PARTICIPATE IN TEAM GAMES, DEVELOPING SIMPLE TACTICS FOR ATTACKING AND DEFENDING PERFORM DANCES USING SIMPLE MOVEMENT PATTERNS.</p>					
	<p><b>Year 2 Gymnastics</b> <b>Gymnastics</b> Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills Perform body actions with control and coordination.</p> <p><b>In this unit children will:</b> 1.Show awareness of opponents and team-mates when playing games. 2.Perform basic skills of rolling, striking and kicking with more confidence. 3.Apply these skills in a variety of simple games. 4.Make choices about appropriate targets, space and equipment. 5.Work well with a partner and in a small group to improve their skills.</p>	<p><b>Year 2 - Games - Piggy in the Middle Games</b> Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills</p> <p><b>In this unit children will:</b> 1.Show awareness of opponents and team-mates when playing games. 2.Perform basic skills of rolling, striking and kicking with more confidence. 3.Apply these skills in a variety of simple games. 4.Make choices about appropriate targets, space and equipment. 5.Use a variety of</p>	<p><b>Year 2 Dance</b> <b>Moving Along Dance</b> Perform fundamental movement skills at a developing level and start to master some basic movements Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</p> <p><b>In this unit children will:</b> 1.Consistently perform a range of body actions correctly. 2.Use different parts of the body singly and in combination fluently. 3.Show a sense of dynamic, expressive</p>	<p><b>Year 2 FMS</b> <b>Playground games in the 20th Century Games</b> Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills</p> <p><b>In this unit children will:</b> 1.Show awareness of opponents and team-mates when playing games. 2.Perform basic skills of rolling, striking and kicking with more confidence. 3.Apply these skills in a variety of simple games. 4.Make choices about appropriate targets, space and equipment. 5.Use a variety of simple tactics.</p>	<p><b>Year 2 - Games - Striking and Fielding Games</b> Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills</p> <p><b>In this unit children will:</b> 1.Show awareness of opponents and team-mates when playing games. 2.Perform basic skills of rolling, striking and kicking with more confidence. 3.Apply these skills in a variety of simple games. 4.Make choices about appropriate targets, space and equipment. 5.Use a variety of simple tactics. 6.Describe how their bodies work and feel when playing games.</p>	<p><b>Year 2 Athletics</b> <b>Athletics</b> Perform fundamental movement skills at a developing level and start to master some basic movements.</p> <p><b>In this unit children will:</b> 1.Run at fast, medium and slow speeds, changing speed and direction. 2.Link running and jumping activities with fluency, control and consistency. 3.Make up and repeat a sequence of linked jumps. 4.Take part in a relay activity, remembering when to run and what to do. 5.Throw various</p>

		<p>simple tactics.          6.Describe how their bodies work and feel when playing games.          7.Work well with a partner and in a small group to improve their skills.</p>	<p>and rhythmic qualities in their own dance whilst performing singly and in combination.          4.Choose appropriate movements for different dance ideas and perform them.          5.Remember and repeat dance phrases and simple dances.          6.Move with control and coordination.</p>	<p>6.Describe how their bodies work and feel when playing games.          7.Work well with a partner and in a small group to improve their skills.</p>	<p>7.Work well with a partner and in a small group to improve their skills.</p>	<p>objects, changing their action for accuracy and distance.          6.Recognise when their heart rate, temperature and breathing rate have changed.</p>
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RELIGIOUS EDUCATION	TAKEN FROM RE SYLLABUS FOR CHURCH SCHOOLS WRITTEN BY BLACKBURN DIOCESE.					
	<p><b>The Bible</b></p> <p><i>Why is the Bible such a special book?</i></p> <p><i>Do people of all world faiths have holy books?</i></p> <p>Islam, Judaism, Sikhism</p>	<p><b>Christmas</b></p> <p><i>Why was the birth of Jesus such good news?</i></p>	<p><b>Jesus</b></p> <p><i>Why did Jesus welcome everyone?</i></p>	<p><b>Easter</b></p> <p><i>How do symbols help us to understand the Easter story?</i></p>	<p><b>Ascension and Pentecost</b></p> <p><i>What happened at the Ascension and Pentecost?</i></p> <p><b>The Church</b></p> <p><i>Why is the church a special place for Christians?</i></p> <p><i>Why are holy buildings important to people of faith?</i></p> <p>Hinduism, Islam, Judaism</p>	
	<p>Which stories are special and why?</p> <p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why?</p> <p>Diwali Hannukah Christmas</p>	<p>What places are special and why?</p> <p>Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>What times are special and why?</p> <p>Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong?</p> <p>Eid Shavuot</p>	<p>What is special about our world?</p> <p>Summer Solstice</p>

END OF THE YEAR EXPECTATIONS



READING	WRITING	MATHS	SCIENCE
<p><b>Year 2 Teacher Assessment Framework Expected Standard</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• read accurately most words of two or more syllables</li> <li>• read most words containing common suffixes</li> <li>• read most common exception words</li> </ul> <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> <li>• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>• sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> <li>• check it makes sense to them, correcting any inaccurate reading</li> <li>• answer questions and make some inferences</li> <li>• explain what has happened so far in what they have read.</li> </ul>	<p><b>Year 2 Teacher Assessment Framework Expected Standard</b> The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others</li> <li>• spell many common exception words</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>Year 2 Teacher Assessment Framework Expected Standard</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• read scales* in divisions of ones, twos, fives and tens</li> <li>• partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</li> <li>• add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math>; <math>72 - 17</math>)</li> <li>• recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</li> <li>• recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</li> <li>• identify <math>1/4, 1/3, 1/2, 2/4, 3/4</math>, of a number or shape, and know that all parts must be equal parts of the whole</li> <li>• use different coins to make the same amount</li> <li>• read the time on a clock to the nearest 15 minutes</li> <li>• name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.</li> </ul>	<p><b>Year 2 Teacher Assessment Framework Expected Standard Working scientifically</b> The pupil can, using appropriate scientific language from the national curriculum:</p> <ul style="list-style-type: none"> <li>• ask their own questions about what they notice</li> <li>• use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: <ul style="list-style-type: none"> <li>observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, finding things out using secondary sources of information</li> </ul> </li> <li>• communicate their ideas, what they do and what they find out in a variety of ways.</li> </ul> <p><b>Science content</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]</li> <li>• describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]</li> <li>• describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]</li> <li>• identify whether things are alive, dead or have never lived [year 2]</li> <li>• describe and compare the observable features of animals from a range of groups</li> </ul>

			<p>[year 1]</p> <ul style="list-style-type: none"><li>• group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]</li><li>• describe seasonal changes [year 1]</li><li>• name different plants and animals and describe how they are suited to different habitats [year 2]</li><li>• distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].</li></ul>
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